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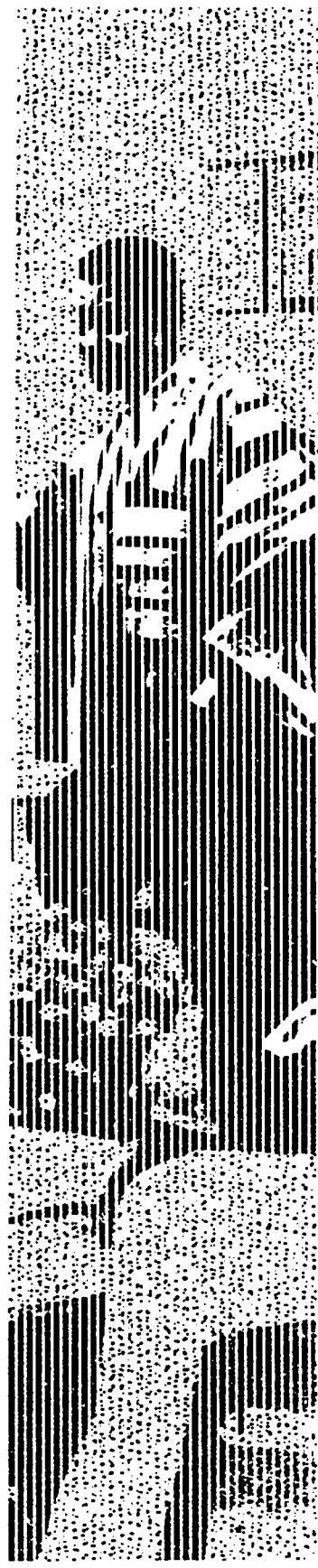
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ABSTRACT

The purpose of this brochure is to illustrate the nature, value, and impact of the Foreign Curriculum Consultant Program of the United States Office of Education. This program, in existence since 1964, involves curriculum consultants from other countries who are specialists in the language and culture of their homelands. Twelve articles by a representative group of consultants illustrate activities of participating members during a typical academic year. Appendixes provide statistical data concerning program financing (1964-1970) and information about sponsoring institutions.
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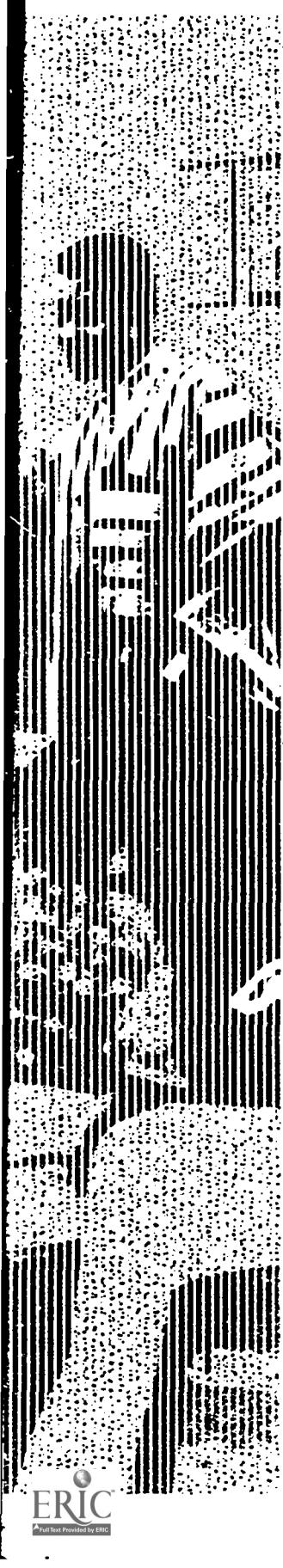
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FOREIGN CURRICULUM CONSULTANTS IN ACTION

William S. Peterson, Editor

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EDUCATION, AND WELFARE**
Elliot L. Richardson, Secretary

Office of Education
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Fore

The purpose of this brochure is to illustrate in both professional and human interest terms the nature, value, and impact of the Foreign Curriculum Consultant Program of the U.S. Office of Education. This program is unique in the wide range of OE efforts and makes a singular contribution to improving American education in foreign languages, area studies, and world affairs.

The foreign curriculum consultants are professional educators from other countries, specialists in the language and culture of their homelands. Each represents a direct and authentic source of information about his country and his countrymen. The consultant is frequently the first person from his or her country or geographic

region whom the students and teachers in the American host institution have ever come in contact with personally.

Every good teacher knows that books alone are not enough. Even audiovisual materials have their limitations. The presence of a foreign curriculum consultant in a school system adds the special ingredients of firsthand experience and a personal touch to help achieve a more dynamic dimension to international understanding. As an educator in the New Haven, Conn., public schools summarized that school system's experience with Mrs. Madia Garnett-Knott, a foreign curriculum consultant from Liberia, and her husband: "Liberia will no longer be a country somewhere in Africa, but rather the home of the Knotts."

Sponsored and supported by the Office of Education's Institute of International Studies, the Foreign Curriculum Consultant Program has been in existence since 1964. It is small as Federal programs go, and is now conducted on a cost-sharing basis. The number of consultants has varied from year to year and has never been very large. In the 8 years of the program to date (7 completed and 1 just beginning), a total of 157 foreign curric-

ulum consultant grants have been made to bring educators from 34 countries to participate in 92 elementary- and secondary-school level and 65 higher education projects in 38 States and the District of Columbia. The total Federal investment during this 8-year period has been approximately \$1,800,000.

For the most part, consultant grants have been directed toward improving the teaching of a non-West European language component in secondary education and undergraduate college curriculums. In general, the consultants have been successful in stimulating student interest in the language and cultures of their homelands and in helping American students

¹ Bolivia, Brazil, Chile, Colombia, Costa Rica, Czechoslovakia, Denmark, Ethiopia, France, Germany, India, Indonesia, Israel, Japan, Jordan, Kenya, Liberia, Nigeria, Peru, Republic of China, Senegal, Spain, Thailand, Trinidad and Tobago, Uganda, United Arab Republic, Uruguay, Yugoslavia, and Zambia.

Foreword

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make school curriculums more accurately reflect contemporary society in all parts of the world. They have also been instrumental in improving intercultural understanding in the community at large through participation in a variety of adult education activities.

Further details on the administration of the program, particularly for those institutions interested in participating in it, will be found in the Introduction. Cumulative summaries of various aspects of the program will be found in the appendixes.

Our purpose in this publication is to show what a representative sample of Office of Education foreign curriculum consultants did in a typical academic year and thereby suggest what succeeding "generations" of them could do to help meet important educational needs in the United States. During the academic year that ended in June 1971, a total of 24 consultants worked with teachers, students, and administrators at all levels of the American educational system—particularly in elementary and secondary schools, but also in selected colleges and universities. Their qualifications were spec-

ified by the American educational institutions which asked for them, and they were carefully recruited from all over the world to carry out their respective assignments in strengthening American education. No two situations were the same; each reflected the individual differences of the consultants and the special needs and receptivity of the host institutions and the local settings.

Twelve of the 24, half of the group, were asked about their experiences as their periods of service drew to a close. Students, teachers, curriculum supervisors, and others familiar with each consultant's activities were also interviewed. The dozen accounts in the pages that follow reflect the recurring patterns in the program as well as its intrinsic diversity. The sample includes both male and female consultants, as well as a husband-and-wife team. It involves most regions of the world and of the United States, as well as several kinds of educational institutions.

The significance of the personal approach in increasing awareness, motivating learning, and expanding the knowledge of students and teachers about the consultants' homelands all comes through clearly. One can also see the value of the cross-cultural experience in helping develop sensitivity to cultural pluralism and

in the acquiring of insights that are useful in helping cope with the problems of potential of ethnic diversity in society. That the program is a valuable benefit is also apparent in view of American society and the fact that the consultants gain during their stay in the United States and which enables them to interpret America to their colleagues upon their return.

Despite its modest size to date, the Foreign Curriculum Consultant Program has moved well past the trial stage. It has been unusually effective in helping to increase American understanding of the other nations and peoples with whom we share this increasingly interdependent world. It makes a unique educational contribution to the concept that "in the world we are all 'riders in the same boat together,'" as President Nixon said in his inaugural address.

Robert Leestma
Associate Commissioner
International Education

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Associate Commissioner for
International Education

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- B. Number of foreign curriculum consultants and amount of OE financial assistance, by recipient State: Fiscal years 1964-70
- C. Sponsoring institutions by State, with foreign curriculum consultant, country of origin, and academic year, as of May 31, 1971

Acknowledgment

For the basic development of the individual case studies in this selected sample of Foreign Curriculum Consultants in action, we are indebted to the perceptive reporting of the following individuals:

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The Editor

Introduction

The Foreign Curriculum Consultant Program is authorized under section 102 (b) (6) of the Fulbright-Hays Act (Public Law 87-256). It is funded by congressional appropriations to the Office of Education under that act and also through the use of U.S.-owned excess foreign currencies under the Agricultural Trade Development and Assistance Act of 1954 (Public Law 83-480). Funds under both legislative authorizations are sought annually by the Office of Education as part of its regular program and budget request to the Congress. Within the Office of Education the Foreign Curriculum Consultant Program is administered by the Institute of International Studies.

The purpose of the program is to improve the study of modern foreign languages, area studies, and world affairs in

American education. To meet this objective educational specialists from other countries are brought to the United States to serve as advisers and consultants for an academic year in the planning and development of curriculums in international studies. The kinds of institutions given priority in the allocation of consultant grants are State departments of education, large city and county school systems, smaller 4-year colleges with teacher education programs, and groups of junior or community colleges. Nonprofit educational organizations active in programs serving these kinds of institutions are also eligible.

Institutional sharing arrangements, such as consortia, are encouraged. Experience has shown that better use of a consultant's talents is frequently achieved through cooperative arrangements between public school systems and teacher education programs in colleges and universities. Several State departments of education have utilized foreign curriculum consultants with special effectiveness in statewide curriculum and materials development programs.

The consultants perform a variety of functions, depending primarily on the needs of the host institution(s). In their duties may be evaluation of holdings and recommendations for acquisitions; review of textbooks and other educational materials; preparation of instructional materials; development of new units or courses of study; demonstration classes and work with teachers; occasional teaching, with emphasis on the inservice training of teachers; and speaking to a variety of educational and public service groups.

The general qualifications for consultants include the following: at least 3 years of relevant experience as an educational specialist, including appropriate related experience in curriculum planning and development, preparation of teaching materials, and supervision of teachers; fluency in English; and a willingness to come on an exchange basis.

curriculum Consultant Program under section 102 (b) of the Smith-Hays Act (Public Law 87-368) funded by congressional appropriation to the Office of Education and also through the use of excess foreign currencies under the Cultural Trade Development Act of 1954 (Public Law 88-265) under both legislative authority and sought annually by the Office of Education as part of its regular budget request to the Congress. The Office of Education the Curriculum Consultant Program is run by the Institute of International Education.

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The consultants perform a variety of functions, depending primarily on the needs of the host institution(s). Included in their duties may be evaluation of library holdings and recommendations for new acquisitions; review of textbooks and other educational materials; preparation of new instructional materials; development of new units or courses of study; conducting demonstration classes and workshops for teachers; occasional teaching, with emphasis on the inservice training of teachers; and speaking to a variety of community and public service groups.

The general qualifications for consultants include the following: at least 5 years' relevant experience as an educator, with appropriate related experience in curriculum planning and development, preparation of teaching materials, and training of teachers; fluency in English; and willingness to come on an exchange-visitor's

visa, not an immigrant visa. In addition to these general qualifications, each consultant has the special qualifications requested by the American host institution in applying for a grant for the consultant's services. All grants for consultants are reviewed by the Board of Foreign Scholarships and made with its approval.

The Foreign Curriculum Consultant Program is a cost-sharing program between the host institution and the Office of Education. A new cost-sharing formula will take effect beginning in 1972-73. Generally speaking, under the new formula the Office of Education will provide the special costs involved in bringing a consultant from abroad (round trip air transportation for the consultant, additional baggage allowance, health and accident insurance, and certain dependency allowances). The host institution and the Office of Education will share equally the cost of the \$1,000 per month maintenance allowance which each consultant receives.

(Note: The maintenance and dependents' allowances are subject to Federal, State, and local income taxes, where applicable.) The host institution will provide any travel costs within the United States related to the consultant's assignment.

The availability of grants for the Foreign Curriculum Consultant Program is announced each year by an annually updated descriptive brochure, which also contains application instructions and an application format. The deadline for receipt of applications for the 1972-73 academic year is October 15, 1971. For further information, institutions wishing to apply for the services of a foreign curriculum consultant should contact:

Institute of International Studies
U.S. Office of Education
Department of Health, Education,
and Welfare
Washington, D.C. 20202

Attn: Division of Foreign Studies

NIGERIA

You're From Nigeria? Perhaps You Know My Cousin in Johannesburg

"To the majority of people in the United States, the whole concept of Africa is that it is one little village," said a Nigerian, Asani Adeniyi Imam, to an American radio interviewer prior to returning to his homeland. Illustrating his point, he cited a typical query: "I hear you are from Nigeria. I have a cousin in Johannesburg; do you know him?"

"When you think of Africa, what do you picture in your mind?" For 8 months, Mr. Imam asked this question of American teachers and students from elementary schools, high schools, and colleges. Answers ranged from jungles to lions, bizarre natives to bone-crushing snakes lurking in the trees.

The 35-year-old scholar would catalog these various misconceptions about his native land with calm restraint, interjecting the truth in reply. "We do have jungles . . . but we also have deserts, grasslands, and skyscrapers. In fact, there are parts of our continent that are covered with snow year round."

The problem of understanding Africa reminded him of the blind men who went to the zoo to find out what an elephant is. "One of the blind men touched only the tail and went away with the idea that an elephant was like a banana leaf. Another touched the leg and concluded that an elephant was like the trunk of a tree. The last one, who touched only the side, was convinced there was a big similarity between a wall and an elephant." None of them, concluded Asani, gained the slightest comprehension of the totality of the elephant.

He listened. He talked. He read. This was why he had come. This was his mission.

Asani, as he was soon known to his American colleagues, came to southern California in October 1971 under the Office of Education's Foreign Curriculum Consultant Program to offer a true perspective of his part of the world.

Maintaining an office at the University of Southern California, he was to divide his services between the USC campus and schools and groups of teachers at every academic level in the four counties of Los Angeles, Orange, Riverside, and San Bernardino.

The head of one of the most important colleges of education in Nigeria, in order to set up guidelines for the selection of materials to be used in classes throughout Africa. He found that as many as 90 per cent of the books being used for study were "biased and inaccurate." In his 28-page curriculum guide presented to southern California's schools, the African blamed this historical bias on a variety of social factors. "African scholars . . . were shocked by the original sources of information about Africa which were available to the missionaries with their Western . . . and cooperativeness. They, the Africans, thought that the Africans were primitive savages who . . .

He also pointed out that many explorers and missionaries came abolition of slavery. "The Africans suffered from the tricks and dec white slave traders. Consequen reactions to these newcomers were times less than cordial."

You're From Nigeria? Perhaps You Know My Cousin in Johannesburg

Southern California

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The head of one of the most innovative colleges of education in Nigeria, Asani was to set up guidelines for the selection of materials to be used in classes studying Africa. He found that as many as 50 percent of the books being used for African study were "biased and inaccurate." In his 28-page curriculum guide prepared for southern California's schools, the young African blamed this historical distortion on a variety of social factors. "After reading the original sources of information about Africa which were available to them, the missionaries with their Western culture . . . were shocked by African communalism and cooperativeness. They, therefore, thought that the Africans were primitive."

He also pointed out that many of these explorers and missionaries came after the abolition of slavery. "The Africans had suffered from the tricks and deceptions of the white slave traders. Consequently, their reactions to these newcomers were sometimes less than cordial."

NIGERIA

Asani felt that the adventurer played an important role in molding the common African image, for "the greater the problems he encountered during his adventure, the more heroic he became.

"Some of these stereotypes were further cemented by the anthropologists who had been in Africa to study divergent societies. In the United States, as a result of their work, the Pygmies and other Bushmen, who are few in number and quite atypical, are more widely known . . ."

Asani emphasized that educators, in evaluating any material on Africa for classroom use, should carefully ask: "Who is speaking? To what time in history is the writer or speaker referring? With what part of Africa is the material concerned? Is the material relevant?" He prepared his own bibliography. After being read, analyzed, and recommended by Asani, over 70 books were accepted for classroom use in California schools.

Under the direction of John Carpenter, Asani's activities at USC were designed to augment the multicultural curriculum at the Center of International Education. As a guest lecturer in the department of sociological and philosophical foundations, he made special presentations to classes studying African culture and assisted instructors in developing their units. The cultural problems of college students became "his personal burden" when he had occasion to talk and work with young people from Nigeria.

Equally at home in a typical Western business suit or his national dress, Asani was no stranger to America. In 1966, he graduated from Ohio University and was awarded his master's degree from the same institution the following year. He felt that his firsthand knowledge of the American educational system was a definite asset in his efforts to teach about his own continent. "While in Ohio, I took a course called 'The Study of Africa,' and I more or less restructured what I thought the curriculum should be as far as the teaching of Africa is concerned."

A major part of the African educator's assignment was to conduct or participate in seminars for teachers and curriculum personnel in the four-county area. Some seminars were for college credit; others

were workshops for enlightenment, but his goal was always to dispel simplistic, erroneous misconceptions about Africa. Some aspects of civilization in the United States and Americans in their search for which they can identify with.

Asani also conducted a series of sessions with American teachers who participated in the 1969 and 1970 institutes in West Africa sponsored by the Office of Education. He presented facts, slides, movies, and documents, and many other aids for the schools' inventory of material, identifying those which do not represent today's Africa. In addition to this process he met with those who went to Africa and brought home the strange clothing, poorly carved objects, trinkets, and pictures of human figures from local markets," neglecting to determine human behavior.

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lems in the United States stem from the
misconceptions about Africa and African
culture that "probably have a great deal
to do with the frustration felt by the black
Americans in their search for a culture
with which they can identify," he believes.

Asani also conducted a series of study
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ticipated in the 1969 and 1970 summer
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determined human behavior."

Asani traveled and observed, spending 1 or 2 weeks in many school districts from the vast metropolitan areas in the Los Angeles basin to the rural tourist villages in the San Bernardino Mountains. He described his role with modest simplicity. "I have been involved in all sorts of work —reviewing textbooks, previewing films, developing videotapes for use in the schools, and meeting with curriculum planners. But mostly, I try to talk to school superintendents and conduct inservice seminars for teacher groups. I just talk to them about Africa and try to get them to see beyond the stereotypes."

On a typical day in the local communities Asani might be found in a classroom when school started, later participating in the principal's meeting, a community luncheon, more classroom activities, and finally in meetings with educators until the school day was over.

"I worked hard," Asani said. But there was always time for students, showing films and slides, and talking about his home. His student discussions were often with 4th- to 6th-graders involved in the study of Africa. He preferred using the question-answer technique in the elementary classroom, shunning the formality of lectures. Sometimes he asked the questions and answered them. But questions came freely from the students, too.

Youngsters everywhere asked what schools were like in Africa. "Schooling in Africa is a difficult task," Asani replied. "There are 7 primary grades, followed by an examination. The latter determines whether the student continues into high school, enters a teacher's college, or attends a technical school," his answer began.

He was constantly asked questions about himself. "I am a Moslem," Asani would say. "Do you know what that means? How many of you are Christians? Some Nigerians are also Christians, including my wife."

Often, within minutes the discussion would center on polygamy: its purpose, its assets, and its "headaches." "Before a Moslem can consider more than one wife," Asani explained, "he must first consider if he can support an additional member in his household."

Although Asani does not practice polygamy, he is well versed in the subject, having been raised in a Moslem family. In fact, the word "Imam," his last name, is a term traditionally meaning the "religious leader."

His activities in California included numerous talks to American secondary students on major topics, ranging from "Religions in Africa" to "An English Teacher's View of Africa and the Nation's Relationship to the World." Dwight Lewis, curriculum director for the San Bernardino County Department of Education and Asani's project director there, said, "No matter what topic he requested, he was as natural with it were his specific field of study."

During his stay in southern California Asani captivated adult groups with the same warmth he radiated in the classroom. Men's service clubs usually wanted to hear about economics or the political situation in each country in Africa. On the other hand, always asked about the status of women in the African countries. One fallacy that Asani found prevalent in the nonacademic community concerned the use of Swahili. "The truth," he said, "is that 25 million Africans speak Swahili, while another 15 million use Yoruba, the most common language in the schools and the government is Yoruba."

Wherever Asani spoke, audiences responded to him enthusiastically, Lewis said. Asani made references to "his intelligence, sensitivity to issues, and ability to understand."

Southern California

and observed, spending many school districts from metropolitan areas in the Los Angeles area to the rural tourist villages of the San Bernardino Mountains. He dealt with modest simplicity. Involved in all sorts of workbooks, previewing films, videotapes for use in the meeting with curriculum planning, I try to talk to school principals and conduct inservice teacher groups. I just talk about Africa and try to get them to leave stereotypes."

Today in the local community, he can be found in a classroom setting, later participating in a meeting, a community classroom activities, and meetings with educators until the day is over.

"Second," Asani said. But there were times for students, showing slides, and talking about his country. Recent discussions were often with high-graders involved in the project. He preferred using the Socratic technique in the elementary school, shunning the formality of the classroom. Sometimes he asked the questions, sometimes he answered them. But questions were asked by the students, too.

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Wherever Asani spoke, audiences heard him enthusiastically, Lewis said. Listeners made references to "his intelligence, sensitivity to issues, and ability to understand

NIGERIA

problems from the American perspective." But more importantly, students "turned on" and "tuned in" to what he had to say.

In less than a school year, his direct impact on the social studies structure in the four counties had been felt by an estimated 77,000 instructors and well over 2 million students in 2,490 schools.

Project participants had become his friends, and their children his admirers. Many had opened their homes to him during district visits. It was hard to say goodby, but Asani was not allowed to leave without a "good, old-fashioned picnic," hosted by Lewis and his family at a Redlands, Calif., community park. Asani decided that the backyard barbecue is one American tradition that should be introduced in Nigeria.

Southern California

Just before Asani left the United States, he was asked; "Do you think this visit to the United States and the work you have been doing will result in an evolution or a revolution in the way Americans are thinking in regard to the African and his continent?"

"There is no doubt about that," Asani replied, "I can already see the results. Changes have begun to take place."

INDIA

Dear Dr. Yajnik:

We appreciated having you come all the way from India to share what you know about your native country. We enjoyed the slides and especially Shil and her dancing. The Indian dances were graceful and special and our class was fascinated by them. We appreciated your concern for our learning more about India.

Your friends,
Mrs. Gerhardt's Sixth Grade
Sellersville School
Sellersville, Pa.

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A Beautiful Insight

Bucks Co. Pennsyl

Students and teachers in Pennsylvania's Bucks County school system had a great deal to say about Indian educator Dr. Kishorkant S. Yajnik, his wife, Nivedita, and their 20-year old daughter, Vaishali, or "Shil" as the children called her.

From October 1970 to May 1971, Dr. Yajnik served as the county's first foreign curriculum consultant in Indian and South Asian studies.

"Before I even came to the United States, the specific objectives of the program were decided. For example, the area of operation was social studies, and within social studies there was the curriculum on India. I was asked specifically to help improve the teaching about India and the non-Western world in Bucks County."

That task was undertaken and H. Richard Knipper, social studies specialist for the Bucks County school system and its coordinator for international education, was satisfied with the outcome. "I don't think we have ever done anything that has been so successful. It has brought students together; it has brought schools together. Schools are really cooperating as a result of this venture."

Dr. Yajnik usually spent 3 days a week on the road traveling to four and some-

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"When do you come back? are you going to return?"

A chunky little girl in a yellow ran alongside the dark-skinned determinedly tugging at his shirt. He stopped and grinned, then bent knee facing the suddenly shy 3d-grader.

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A Beautiful Insight

Bucks County, Pennsylvania

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times five schools. The personable Indian educator met with individual groups of classes from 6-year-old 1st-graders to college-bound seniors in high school.

"I worked with a very good sampling of students in a major American school system. I visited different areas and talked to different grades of children of diverse socioeconomic background, which may be either a help or a hindrance in a pupil's understanding and appreciation of world cultures."

Dr. Yajnik's work could be regarded as philosophical—some would even say religious. He dealt with the eventual wholeness of man, to an understanding of others, no matter which culture gives him birth, no matter which culture gives him a value system.

"When do you come back to us? When are you going to return?"

A chunky little girl in a yellow dress ran alongside the dark-skinned gentleman, determinedly tugging at his suit jacket. He stopped and grinned, then knelt on one knee facing the suddenly shy and quiet 3d-grader.

"Whenever you invite me back."

INDIA

A 2d-grader pushed deeper into the gathering circle of his peers and blurted out another question.

"Why are Indian people thin-looking? Can't they eat cows?"

Another voice: "Are there cowboys in India?"

With infinite patience, Dr. Yajnik answered the youngsters' questions as directly and gently as he had done only minutes earlier when he spoke to the first 3 grades at Snyder Elementary School in Bristol, Pa.

I think I succeeded in erasing misconceptions and prejudices about India. Children sometimes came over to me after a talk and asked questions that had not been answered in the regular question-and-answer period. The pattern of Indian culture is different and that means it is reflected in the way we practice our religion, in our family life, and in attitudes to things, animals, and people. All this is very difficult for the children to understand. Children and even adults ask me why we don't eat cows in India, although we are having a food problem. I tried to answer in terms they understood. Just as they have a pet and do not eat pets, the cow is my pet. The cow is respected in Indian life because most of Indian life is agricultural and the cow is necessary for that life. The old agricultural economy of India was based on the cow.

Dr. Yajnik was often asked to return to schools he had visited. Louis Pirnik, principal of Pennridge High School in Perkasie, Pa., asked Dr. Yajnik to do so because "The response was so overwhelmingly positive when Dr. Yajnik first spoke that the only comment I heard for the next few days was 'When is Dr. Yajnik coming back?'"

Dr. Yajnik was often accompanied by his lovely daughter, Shil, who danced for the students and answered questions about her colorful Indian costumes and jewelry. They brought with them a comprehensive collection of dolls in native Indian garb which was displayed on stage or in the classroom. During the "Indian Day" celebrations held at many schools, Mrs. Yajnik joined her husband and daughter in cooking demonstrations of Indian foods and general conversation about women in Indian society.

Ella Rhoades, chairman of the social studies department at William Tennent High School in Bucks County, recalled her school's "India Day" of 1971. "How grateful I was to the Yajniks for giving unselfishly of themselves in making India Day the high point it was for the 1970-71 school year."

When Dr. Yajnik was not a segment of Bucks County's public and private school calendar, either meeting with their school officials to discuss or participating in inservice sessions, or in his crowded administration building of the school system evaluating building material such as audio

In his meetings with teaching staffs, Dr. Yajnik answered questions about India and corrected misconceptions that might accidentally be passed on to students.

The first thing Dr. Yajnik did when he visited a school was to evaluate the school's knowledge of India. "I wrote a report on India and sent it back to the school for what it was worth. Here are some books about India were defective. Most of them are much better than the ones I have in my own country, but the standpoints of illustrations and language."

Dr. Yajnik found one major problem with the books dealing with India. "They are more descriptive than analytical. They have a concentration on certain aspects of Indian life, penetrating them deeply, but they are not attempting to cover the whole of India."

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When Dr. Yajnik was not working with a segment of Bucks County's 130,000 public and private school children, he was either meeting with their teachers and school officials to discuss Indian studies or participating in inservice training sessions, or in his crowded offices in the administration building of the Bucks County school system evaluating books and teaching material such as audiovisual aids.

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The first thing Dr. Yajnik did when he visited a school was to evaluate its books on India. "I wrote a report on the book collection and sent it back to the school for what it was worth. Here and there the books about India were defective, but some of them are much better than those produced in my own country, especially from the standpoint of illustrations and lucidity of language."

Dr. Yajnik found one major difficulty in books dealing with India. "They are more descriptive than analytical, so I suggested concentration on certain aspects of Indian life, penetrating them deeply, rather than attempting to cover the whole spectrum of India."

His overall critique of a book being used in Bucks County schools says, in part:

While the book is very beautifully printed with excellent illustrations and written in simple language, nowhere is there a mention of the purpose of the book or the audience for which it was written. What is more important, however, is that the book is a descriptive account and does not bring out in clear relief the heritage these people of India and South Asia are proud of, or the problems they are facing today. . . . A mere descriptive study, I believe, fails in its purpose of educating the reader.

A chapter-by-chapter review accompanies the general introductory comments. . . .

He also reviewed slides and films as well as the social studies teaching syllabus, always supplementing material with his own knowledge of various aspects of Indian life and religion.

The Indian educator preferred to approach Indian studies through social studies, not economic plans, geography, or politics. "I found that children are more interested in daily Indian life, family life, how other children grow up, how women behave, than in India's foreign policy. Specific problems like trade or politics can be saved until later, in high school and college."

How did the schools respond to Dr. Yajnik's efforts? Reports sent to Knippel provide the answer.

"We never dictate to an individual school what materials it should use," said Knippel. "However, in every instance that I know of the people were very eager to get Dr. Yajnik's reviews and are following his recommendations and suggestions.

"I tried to find out how the knowledge they gained was being used in their day-to-day work in the school system, and I helped them apply that knowledge."

Knippel was impressed by the teachers' increased sensitivity. Deciding that he would do all he could to enlarge the number of teachers exposed to such experiences, he collaborated fully with his colleagues in Bucks County in developing a project which would have 24 elementary teachers participating in a 2-month program in India during the summer of 1971, arranged by the American Association of School Administrators. Reviewed, approved, and financially supported by the U.S. Office of Education, the project is expected to strengthen the world cultures curriculum of Bucks County's schools.

Dr. Yajnik gave talks before various civic organizations, religious groups, and women's clubs of Bucks County. Through these contacts with the community, the

Yajnik family received numerous invitations. The Yajniks, in turn, invited American friends to their apartment in Doylestown.

As coordinator for international exchange in this large school district, Knippel is in almost daily contact with a curriculum consultant.

"Dr. Yajnik is a self-starter. He drives his own transportation and we are grateful that he got around the way he did. The intent of the project was to bring him to America and turn him loose. Dr. Yajnik has done a magnificent job!"

While Dr. Yajnik was meeting with students, talking with their teachers, reviewing their teaching material, and bringing his ideas to the Bucks County community, the most profound was happening to this self-effacing person.

"Until I came here, I thought that Americans were given just a little more money than Indians. I thought that Americans have, I will work harder. Then, suddenly, I was given a lot of money. I saw much money, more of it, and yet the problems of education are the same as in India. I would like to say that the key to education is in selecting the right teachers and training them. The key to education is not in buildings or more equipment. The key to education is in the new programs that are being developed. There must be quality in the

Bucks County, Pennsylvania

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"Until I came here, I thought that if I were given just a little more money as the Americans have, I will work wonders in education. Then, suddenly, I was here and I saw much money, more of everything, and yet the problems of education and teacher training in general were almost like those in India. I would say that the key to education is in selecting proper teachers and training them. The answer is not in buildings or more equipment or in the new programs that are coming up. There must be quality in the right selec-

INDIA

tion and orientation of teachers, who must be freed from prejudices and misconceptions about other peoples."

Dr. Yajnik believes there is too much standardization in education.

There ought to be more informality. There is too much administration and too little education. The schools have become more like business offices or factories. There should be more informal places for relationships between pupil and teacher. I would say American schools are too organized.

Education should start with a small manageable school, not to exceed 1,000 in total enrollment, where every teacher knows not only every pupil's name but also his socioeconomic background. Then it becomes immaterial if you are sitting under a tree as they do in my country, or if you have a building or just a roof. It is the imagination and quality of the teacher that works the wonder in education.

Bucks County, Pennsylvania

"In Bucks County I gained a deeper understanding of the ways children learn. I had worked only with Indian children in my country. Now I have worked with American children, too, and college students. I have a beautiful insight into the workings of the human mind—not just the Indian mind or the American mind, but the human mind."

THE CARIBBEAN

The offspring of three colleges and a university which for a century have comprised western Massachusetts's intellectual response to the Boston-Cambridge brain belt 90 miles away, Hampshire College opened in September 1970, on a high meadow and woodlands overlooking the rural Connecticut River Valley, in the town of Amherst, Mass.

"Do your own thing. Experiment. Innovate. Show us better ways to teach," Hampshire College was told from its first breath by those who gave it life—Amherst College, Mount Holyoke College, Smith College, and the University of Massachusetts, which have a combined total of 20,000 students clustered along 10 miles of the Connecticut River's shores.

That's quite a burden at birth. But Hampshire exuberantly responded and from its beginning has "done its own thing," including the creation of a curriculum which would complement as much as possible those at the nearby, founding institutions.

Included in its curriculum is a Caribbean Area studies program, the first for the Connecticut River Valley colleges, three

We Needed Someone Like Him

Massach

of which were founded before the Civil War. There were Latin American study programs, but all were weak on the Caribbean.

"There had been a strong desire for such a program in the valley," explained David Matz, assistant to the president, assistant professor of law and assistant dean with special responsibility for Caribbean studies. "This resulted from the strong feeling that the United States, in many ways—by its foreign policy, its educational institutions, and its popular attitudes—simply ignored the Caribbean, except as a sort of playland for tourists. And it is obvious and easy to document how suicidal that kind of attitude is. Most people in the United States haven't taken that area seriously as a field of academic study, so Americans are quite uninformed about it."

Having decided to take that area seriously, Hampshire College sought and received a specialist on the Caribbean, Kenrick Seepersad of Trinidad. A 31-year-old research fellow at the University of the West Indies, a teacher and onetime coordinator of the U.S. Peace Corps program for the eastern Caribbean, Seepersad was selected as a foreign curriculum consultant for Hampshire College under the consul-

tant program administered by the Office of Education.

"We needed someone like him to come along and teach us about the Caribbean," said Matz. "It is a very varied and dispersed area. Our knowledge of it was not highly sophisticated. We wanted someone with a lot more experience in the Caribbean than we had."

Calm, congenial with faculty and students alike, enthusiastic about setting up a new field of study, articulate and appreciative of the needs and hopes of Hampshire students, Seepersad abundantly filled the college's expectations.

"Ken knows the Caribbean area very well," said Matz, who taught at the University of Liberia in West Africa and at the University of the West Indies. "He is sensitive to the syncracies of developing countries such as Trinidad and Tobago, the island nation from which Seepersad comes. "He knows people there, who are used to when institutions are shifting and changing as fast as they are in that area. In a society everything depends on what you know."

We Needed Someone Like Him

Massachusetts

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THE CARIBBEAN

Not really everything, because a knowledge of the politics, geography, history, language, economics, customs, whims, and hopes is essential, too. This, the Trinidadian consultant has.

Seepersad's primary role was to educate the administration and faculty "so we can pick up the momentum in advising and counseling students after he leaves," Matz added. "The idea is to build up a cadre here of people with a commitment to the Caribbean." Such a cadre has been built. Seepersad was the builder. Combining resourcefulness with energy, intelligence, vision, and awareness of the needs of both the young college and the young nation which is his home, Seepersad, like Hampshire itself, has been a trailblazer.

What has the curriculum consultant done for the college, and how has he done it?

First, from Matz:

He produced materials, historical studies, primary source documents, and publications. Getting hold of such materials is one of the toughest things about studying the Caribbean. They are either nonexistent, available only locally and not in other countries, in the wrong language from our standpoint, or very difficult to come by. After all, you are dealing with quite a number of nations. And they were colonial countries until a decade ago. And the colonial powers had a very narrow view of what constituted good history. Since they

looked at it very much in terms of their own history, the kind of history which developed is not necessarily one that represents the real history of the area.

Ken tapped us into the systems which make the latest book lists, periodicals, and other publications available. He nudged the library here to buy this one, to buy that one, to get on that mailing list, to subscribe to this newspaper. He knows the good ones from the bad ones, which ones are representative, and which are not. Furthermore, Seepersad has contacts in the Caribbean who in many ways have contributed immeasurably to the obvious early success of the Hampshire College programs.

The consultant telephoned them, wrote to them, wired them for the latest information on what books and pamphlets were being printed, where they could be obtained, how significant they were. He also asked them to assist Connecticut River Valley students and faculty members when they visited the Caribbean on college-associated projects.

Seepersad provided a new, needed enthusiasm to the Latin American Studies Committee of Hampshire and its four godparent institutions.

"We had only a kind of presentation," Matz declared. "I came here because we had Latin American studies. So somebody from Hampshire only went and sat at a sort of dumbly to show that he existed. We had nothing to do. Once Ken came, we had something substantial to contribute."

Seepersad's presence immediately livened the meetings. "He made program a reality, which was enthusiasm," Matz explained.

How did Kenrick Seepersad earn his founding-father role? "He replied, "Hampshire College will have a good friend, me."

He felt he started the Caribbean studies program off on the right foot. "He taught it to creep, encouraged it, and inspired it to run fast and far."

Interviewed just prior to the opening of the school year, Matz leaned forward from his basement office of the new Academic Building, one of the last buildings completed for the opening term. He reached over and open a drawer from a kitchen cabinet alphabetized with the names of the Caribbean nations.

"The cabinet," he said, "is the raw material for what some might call a voluminous, complete, and accurate library of where Connecticut students should go, whom they should meet, and how they should comport themselves."

everything, because a knowledge of politics, geography, history, economics, customs, whims, is essential, too. This, the consultant has.

His primary role was to educate the administration and faculty "so we can maintain momentum in advising and students after he leaves," Matz said. His idea is to build up a cadre of people with a commitment to the college. Such a cadre has been built. He is the builder. Combining his energy, intelligence, and awareness of the needs of both the college and the young nation he came to, Seepersad, like Hampshire, has been a trailblazer. The curriculum consultant done well, and how has he done it? Matz:

Materials, historical studies, rare documents, and publications in the hold of such materials is the best things about studying the Caribbean. They are either nonexistent, or locally and not in other places. The wrong language from our side makes it very difficult to come by. They are dealing with quite a few nations. And they were colonial until a decade ago. And the people had a very narrow view of the good history. Since they

looked at it very much in terms of their own history, the kind of history which developed is not necessarily one that represents the real history of the area.

Ken tapped us into the systems which make the latest book lists, periodicals, and other publications available. He nudged the library here to buy this one, to buy that one, to get on that mailing list, to subscribe to this newspaper. He knows the good ones from the bad ones, which ones are representative, and which are not. Furthermore, Seepersad has contacts in the Caribbean who in many ways have contributed immeasurably to the obvious early success of the Hampshire College programs.

The consultant telephoned them, wrote to them, wired them for the latest information on what books and pamphlets were being printed, where they could be obtained, how significant they were. He also asked them to assist Connecticut River Valley students and faculty members when they visited the Caribbean on college-associated projects.

Seepersad provided a new, needed enthusiasm to the Latin American Studies Committee of Hampshire and its four god-parent institutions.

"We had only a kind of pro forma representation," Matz declared, "before he came here because we had no Latin American studies. So somebody from Hampshire only went and sat at their meetings sort of dumbly to show that we were interested. We had nothing to contribute. But once Ken came, we had something very substantial to contribute."

Seepersad's presence immediately enlivened the meetings. "He gave our program a reality, which has created enthusiasm," Matz explained.

How did Kenrick Seepersad feel about his founding-father role? "After I leave," he replied, "Hampshire College always will have a good friend, me, in Trinidad."

He felt he started the college's Caribbean studies program off on the right foot, taught it to creep, encouraged it to walk, and inspired it to run fast someday.

Interviewed just prior to his departure, he leaned forward from his chair in his basement office of the sparklingly new Academic Building, one of seven completed for the opening term, and pulled open a drawer from a knee-high filing cabinet alphabetized with the names of the Caribbean nations.

"The cabinet," he said, "contains the raw material for what someday will be a voluminous, complete, and up-to-date library of where Connecticut Valley people should go, whom they should see, how they should comport themselves, how they

could expect to be received when they go to the Caribbean on an academic mission."

As of May 1971, 12 of the 268 members of Hampshire's first class had visited the Caribbean, six of them on separate individual study programs, which are encouraged at Hampshire. Six others attended a spring festival at the University of the West Indies campus at Cave Hill, Barbados, establishing a link between the two colleges. And two faculty members from the valley's schools, an anthropologist and a librarian, made field trips into the Caribbean. All the trips were made after consultation with Seepersad and use of his extensive knowledge of the people, the customs, and the intellectual opportunities of the islands. Many other students and faculty members from Hampshire and the other four colleges in the area tapped Seepersad's barrel of Caribbean information for projects which did not require trips to the area.

"Starting these files was one of the best things I've done here," he offered, his left hand fingering down the row of folders, his right hand plucking at random from them—correspondence with educators, government officials, business or social contacts in the islands, book lists, reports from students he'd sent there from Hamp-

shire, maps, notes of possible future projects, names and addresses of people in the islands who would welcome and help students and faculty from the valley.

Students are permitted to travel to the Caribbean in conjunction with independent study work only after convincing faculty advisers, including Ken, that such trips are necessary.

"We don't want to be running a travel bureau," Seepersad said graciously. "We want to be sure, if they go, it's for academic reasons. We want to ensure that everything coming out of their college experience is an educational component." Students can travel for fun in the summer or later in life, he added.

Before they went, Seepersad advised them on how to profit most, intellectually and socially, from the trip. He contacted friends in the Caribbean who subsequently entertained the students or arranged for them to stay in the homes of others and who became on-site academic advisors to the students while they were in the islands.

To facilitate its independent study programs and to allow the students time for midyear stocktaking, Hampshire sandwiches a 4-week term in January between the fall and spring terms, each 12 weeks long. In January 1971, six Hampshire students took field trips to the Caribbean.

"One student wanted to study Pitch Lake in Trinidad," said Seepersad, "along with the sugar cane industry. The lake was discovered by Sir Walter Raleigh in 1595

and it provided most of the pitch that paved the streets of England. The student had long been fascinated by the lake and read all he could find concerning it. I arranged for him to visit the lake, see the operation there, talk with the people who live near it. I arranged for him to monitor his work there and provide transportation.

"Three girls, Barri McDonough, Linda Miller, and Nancy Bush, were sent to St. Barthelemy, a timberless island, to teach English. The island is square and," said Seepersad, who was displaying a huge representation of the island hanging in front of his desk, "is invisible on a map.

"They wanted to see what life is like on such a small island," the director continued. "Once they got there, they found the opportunity to teach English, but also sides learning about St. Barthelemy. All of them taught English at least one hour each day."

Another student made a film of the beaches at St. John in the Virgin Islands, where tourism and the development it generates threaten the ecology and detract from the beauty of the island.

Upon returning to Hampshire, each student reports to the student director, usually with the help of slides, on the intellectual benefits derived from the trips. Hampshire

Massachusetts

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"They wanted to see what life was like on such a small island," the consultant continued. "Once they got there, they saw the opportunity to teach English. So besides learning about St. Barthelemy, each of them taught English at least 1 hour each day."

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Upon returning to Hampshire College, each student reports to the students and faculty, usually with the help of movies or slides, on the intellectual benefits harvested from the trips. Hampshire has found

THE CARIBBEAN

the January period for independent study so beneficial it is joining with other colleges throughout the country for joint expeditions to the Caribbean, utilizing the expertise it has developed in its 1st year.

Although Kenrick Seepersad went to Hampshire primarily as a consultant and had no classes scheduled the first semester, the students asked him to teach one. So a course in the economics of the Caribbean was taught by him in the spring of 1971.

Most of his time was spent in his office consulting with teachers from one of the five colleges in the valley, or telephoning or writing people in Boston and elsewhere, on projects related to the Caribbean.

"Every day has been different," Seepersad said as his assignment drew to a close, "every week full."

He would miss Hampshire College, he admitted, the friendliness of Amherst (where he resided with his wife, Ula, and their 5-year-old daughter Joy), and the intellectual challenges of the valley.

Massachusetts

The valley would miss him, too, while remembering his significant help in enabling Hampshire College to undertake a new field of study wanted and needed throughout the areas.

"Are we going to miss him!" said Matz, indicating the answer was obvious. "We're going to die without him. Having him here for only a year was nowhere near long enough."

NIGERIA

The Real Thing

Tenne

"Are you a real live African lady?" asks an incredulous 5th-grader, coming close enough to touch her.

It's a strange question to ask a lady, but this epitomized the misconceptions Mrs. Adeola Adejunmobi Adegbite constantly tried to overcome during her 10-month stay in Memphis as foreign curriculum consultant at Memphis State University. Not only did Mrs. Adegbite, a Nigerian, have to call on a vast supply of knowledge about her homeland; she also had to use a bit of mass psychology in adjusting to the diversity of the groups she addressed—groups which ranged from elementary school children to church and civic leaders.

Talking openly, freely, and intelligently, on a person-to-person level, Mrs. Adegbite made a marked impression on the people she worked with.

She arrived in Memphis on September 10, 1970. Invited by the Tennessee State Department of Education and sponsored by the U.S. Office of Education, she came prepared with a background that included a master's degree from Columbia University in New York, earned 20 years previously, and a perfect command of the English language. Her academic credentials, merged with a lifelong accumulation

of personal knowledge about Africa—its people, places, customs, and particularly, its modern outlook and future—made her a sought-after speaker.

Mrs. Adegbite's program coordinator, James MusKelley, State Coordinator for International Education, Tennessee State Department of Education, soon recognized that the original program planned for Mrs. Adegbite had to be altered. "Originally, she was to help with African area studies at Memphis State, but when we realized what a severe lack of knowledge there was about Africa among the elementary and secondary students, her program was directed primarily toward these students and teachers. We decided that the personal contact was much more important when we discovered that the vast majority of students, white and black, as well as teachers, had never met anyone from Africa. She offered the black students a chance for positive identity and all students a more exact picture of the people of West Africa."

By all accounts, success is a mild word to use in describing the results of Mrs. Adegbite's visits to schools, clubs, and church groups.

Her first few days in front room offered ample proof that about the "dark continent" were. Wearing authentic African brightly colored wraparound skirts and a "gela" or turban), Mrs. pretty mother of five, began each with a formal presentation about slides, contrasting pictures, and For those whose image of Africa had been formed around exotic masks and strange earlobes, perceptions began to change most instantly. Authentic—the real Africa. As she went through her program, the audience became more and more thralled because this was a picture of Africa. A modern African describing it.

"It was great to watch the reaction changed," MusKelley.

"Sometimes I had problems with children when I first went into the room," admitted Mrs. Adegbite, principal of a secondary girls school. However, she is quite familiar with the problems of adolescents. Discipline was not an important obstacle. Stereotypes were. Even though she was accused of being a communist, and of blacks accused her of being

The Real Thing

Tennessee

a real live African lady?" asks a curious 5th-grader, coming close to touch her.

One question to ask a lady, but she realized the misconceptions Mrs. Adegbite constantly encountered during her 10-month stay in Memphis as foreign curriculum at Memphis State University. And Mrs. Adegbite, a Nigerian, had a vast supply of knowledge of her homeland; she also had to use her cross psychology in adjusting to the many of the groups she addressed which ranged from elementary school children to church and civic leaders. Openly, freely, and intelligently, on a person-to-person level, Mrs. Adegbite made a marked impression on the people she met with.

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By all accounts, success is a mild word to use in describing the results of Mrs. Adegbite's visits to schools, clubs, and church groups.

Her first few days in front of a classroom offered ample proof that her words about the "dark continent" were needed. Wearing authentic African clothing (a brightly colored wraparound skirt, a blouse, and a "gela" or turban), Mrs. Adegbite, a pretty mother of five, began each session with a formal presentation about Africa—slides, contrasting pictures, and artifacts. For those whose image of Africa spun around exotic masks and strangely pierced earlobes, perceptions began to change almost instantly. Authentic—the real thing! As she went through her program, the audience became more and more enthralled because this was a totally new picture of Africa. A modern Africa with a modern African describing it, in person.

"It was great to watch the way the reaction changed," Mus Kelley said.

"Sometimes I had problems with the children when I first went into the classroom," admitted Mrs. Adegbite. As principal of a secondary girls school in Lagos, however, she is quite familiar with problems of adolescents. Discipline, therefore, was not an important obstacle in her path. Stereotypes were. Even though one group of blacks accused her of being part of the

NIGERIA

Mrs. Adegbite and son, Debo, hold carvings of African characters carved in Nigeria from large thorns and brought to America by Mrs. Adegbite to help her tell the story of Africa.

white establishment, sent to keep them from knowing what Africa is really like, she persisted in chipping away the fictions about that vast, varied continent. "Much of what is known about Africa has come from the movies—jungles, wild animals, and Tarzan." The Tarzan syndrome is less prevalent now, thanks to her work.

She addressed a meeting of the American Association of University Women. They were cordial. They asked questions. One of the women asked Mrs. Adegbite about her background.

She replied that she had a master's degree in education from Columbia, and her husband had a Ph.D. "The only sound that could be heard in the room was a sharp intake of breath," laughed Mus-Kelley, recalling a scene that was repeated many times.

To a person familiar with the "modernity" of Africa, hearing the questions Mrs. Adegbite was constantly asked might have been embarrassing. After all, she seemed above the question-and-answer level of some discussions. "I can't tell you much about tigers, madam. There are none in Africa."

She was not deferential. Having received part of her higher education here 20 years ago, she was able to appreciate the impediments to understanding she continued to encounter. "It isn't that the educational system has made a conscious effort to withhold information," she said. "Many



Press Scimitar Staff P

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Press Scimitar Staff Photo by Fred Payne

simply did not realize that myths were being perpetuated. So this job has been what I expected it to be," she added seriously. "I came here to work and I was told many things had changed in the United States since I was here."

"I have found it very pleasant, and I have been surprised by my acceptance everywhere," says Mrs. Adegbite, who shares an apartment in the faculty and married students' housing at Memphis State with her 10-year-old son, Debo, a student at Memphis State's Campus School. Two other children were attending Georgetown College in Kentucky, where her husband was a foreign curriculum consultant 3 years ago.

Mrs. Adegbite's rounds of the area included a 2-room schoolhouse in Henry County, Tenn., schools in the State capital, and over 50 schools in Memphis. The number of visits to schools alone, for just the first semester, totaled 78.

"She has been kept busier than any of the other international people we've had here," said Odessa Myers, an instructional supervisor with the Memphis school system, who coordinated her visits in the Memphis schools, "because there is widespread interest in Africa and because less is known about Africa than about any other area. She has had an extremely successful program. It has made many of the high schools want to go more deeply into African studies. In the elementary schools,

children have continued projects on Africa started with the inspiration of Mrs. Adegbite's visits."

Most of the students, even the younger ones, wrote her letters of thanks for what she taught them. Perhaps the children expressed it best.

"I liked your talk about Afraca [sic]," wrote a 5th-grader. "I didn't know there were 60 million tribes in Afraca. I would like to know how they feed that many people."

"Africa is a very interesting place," wrote another youngster. "It has grown since Tarzan," he added confidently.

"I enjoyed your speech very much," wrote one of the girls in the class. "I think it is the most interesting speech I have ever heard. . . . I love the clothes you wear and the patterns you designed." Invariably the little girls commented on the clothes she wore.

Questions in the classroom followed a pattern. Young children asked about wild animals. Mrs. Adegbite replied that she saw her first African wild animal when she came to the United States to study. They asked about the heat in the jungles. She replied that the heat coming off the pavement when she arrived in New York for the first time was hotter than anything she ever felt in Africa. They asked about the primitive tribes with strange customs.

"Sure, we still have some jungle-ward people in Africa," she said. "But you still have Indians here on reservations and practice their ceremonies. In Nigeria, it is the same. The uneducated ones are everywhere, the primitive ones are in the jungles."

The questions were not merely invidious. They only mirrored the knowledge about our Atlantic neighbor.

Mus Kelley, Mrs. Adegbite's program coordinator, probably found an answer for some of the benefits derived from intensive efforts to educate young people of the United States to identify with Africa, but there were few positive means to establish this identity—until Mrs. Adegbite. Adegbite addresses a group—a group of women who speaks English perfectly, who is really a member of an African tribe, who wears traditional garments with the same ease and pride with which she wears modern, Western clothes, who is proud of her heritage—then young black girls realize that their heritage is something to be proud of."

"Blacks are tense when they see an African is coming, because they don't know what to expect—whether to be embarrassed," said Mrs. Adegbite. "She is proud of her Yoruba tribal background. By the time she left, they were

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"Sure, we still have some jungles and backward people in Africa," she told them. "But you still have Indians here who live on reservations and practice traditional ceremonies. In Nigeria, it is the same way. The uneducated ones are everywhere, but the primitive ones are in the minority."

The questions were not meant to be invidious. They only mirrored the lack of knowledge about our Atlantic-sharing neighbor.

MusKelley, Mrs. Adegbite's program co-ordinator, probably found an explanation for some of the benefits derived from her intensive efforts to educate young people to the realities of modern Africa. "Black people of the United States have tried to identify with Africa, but there have been few positive means to establish this identity—until Mrs. Adegbite. When Mrs. Adegbite addresses a group—as a modern woman who speaks English perfectly, who is really a member of an African tribe, who wears traditional garments with the same ease and pride with which she wears modern, Western clothes, who is proud of her heritage—then young blacks realize that their heritage is something to be proud of."

"Blacks are tense when they hear an African is coming, because they don't know what to expect—whether they will be embarrassed," said Mrs. Adegbite, who is proud of her Yoruba tribal background. By the time she left, they were at ease.

NIGERIA

Enlightening minds about Africa was part of Mrs. Adegbite's job in Memphis. Two young classmates of her son, Debo (standing next to her), could not believe how far away their classmate lived.

"What has satisfied me most is that I have shown that Africans aren't different people. Some of the things we do there may seem silly to people here, but if you look closely, there is a reason for what we do. People are people," she said, with a positive force in her voice. "We will appreciate other people only when we know and understand them. Through appreciation there will be love. We want to be friends. We need to understand."

Mrs. Adegbite's simple philosophy and belief in the importance of understanding guided her through many months in Memphis. Every group had its own attractions for her; the common denominator was a desire to know about Africa.

One of Mrs. Adegbite's specific tasks was to evaluate textbook material, which she found insufficient and outdated at both the elementary and high school levels. "They talk about Africa at the time of the aborigines." To help correct deficiencies, she made a 30-minute documentary for the educational television station in Memphis and undertook the preparation of a booklet compiled from questions asked by children during her visits.

Her Africa is not a superstition-laden jungle. It is a continent of large bustling cities, where the children attend school, where many women do their shopping in supermarkets and take their clothes to a laundry. When Tarzan films are shown in movie houses and on TV, the audiences laugh and laugh.



Photography by

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Tennessee

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Photography by Gilbert F. Michael

SIERRA LEONE

To a teacher in the Westchester County, N.Y., school system, Jonathan Gustavus Edowu Hyde was the "greatest thing that ever happened to us." The opinion was shared by American children who hovered in admiration around this talented educator from Sierra Leone, firing questions at him about life in Africa.

His American project coordinator received continuing "excellent reports" from educators throughout the county. A curriculum studies director has dozens of reports on the "great contribution" this African consultant made to the African studies program in the school district. A director of instruction decided that of Mr. Hyde's many accomplishments "the most significant" has been the way he spun the theme of the "universality of man and cultural similarities" into all classroom and public discussions.

Such were the reactions addressed to the Board of Cooperative Educational Services, one of 53 in New York State designed to supplement regular public education for some 53,000 Westchester students. This able man from the Institute of African

Jonathan Hyde Among the Children

Westche Cou New Y

Studies, Fourah Bay College, Mount Aureol, Freetown, Sierra Leone, was headquartered at BOCES #2, as it is nicknamed.

Mr. Hyde served as the African studies consultant at the Port Chester head office, traveling to more than 20 schools and reaching teachers and students at all grade levels.

He evaluated existing African studies programs; assessed and recommended specific textbook, bibliographic, library, and instructional materials; and worked with children in the classroom. He also spoke to teachers and other groups and participated in regional and national workshops on education and social problems. He survived innumerable demands on his time, always with good will, humor, and a smile.

From the day he reported to the office of Martin O'Neil, assistant superintendent for curriculum and research in BOCES #2, who also served as his project coordinator, Mr. Hyde was fully occupied. He was perfect for the job.

O'Neil pointed to Mr. Hyde's "tremendous background as an individual and an educator." The African holds a bachelor of arts degree in sociology from the University of Leicester in England and a mas-

ter of arts in African studies from the University of California at Los Angeles.

"Jonathan could do a variety of things," O'Neil noted. "He related very well to children in the classroom and was effective in reviewing materials with teachers. He knew their programs and checked fully as to whether their curriculum was headed in the right direction. A situation was different."

Jonathan Hyde commuted from the apartment he shared in nearby Bronx Plains to the BOCES #2 headquarters some miles away. He checked his schedule and the mail, then selected one or more of the county schools to preside over classes, gave interviews, addressed school assemblies and educational groups, and attended town meetings. He made several visits to schools in Rye Neck, Port Chester, New Rochelle, Hastings, Tuckahoe, Yonkers, Valhalla, and Fairview, and called on once on a number of schools in other towns in the county.

Mr. Hyde made continuous use of a large collection of film slides.

LEONE

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Mr. Hyde served as the African studies consultant at the Port Chester head office, traveling to more than 20 schools and reaching teachers and students at all grade levels.

He evaluated existing African studies programs; assessed and recommended specific textbook, bibliographic, library, and instructional materials; and worked with children in the classroom. He also spoke to teachers and other groups and participated in regional and national workshops on education and social problems. He survived innumerable demands on his time, always with good will, humor, and a smile.

From the day he reported to the office of Martin O'Neil, assistant superintendent for curriculum and research in BOCES #2, who also served as his project coordinator, Mr. Hyde was fully occupied. He was perfect for the job.

O'Neil pointed to Mr. Hyde's "tremendous background as an individual and an educator." The African holds a bachelor of arts degree in sociology from the University of Leicester in England and a mas-

ter of arts in African studies from the University of California at Los Angeles.

"Jonathan could do a variety of things," O'Neil noted. "He related very well to children in the classroom and was excellent in reviewing materials with teachers. He knew their programs and checked up carefully as to whether their curriculums were headed in the right direction. And each situation was different."

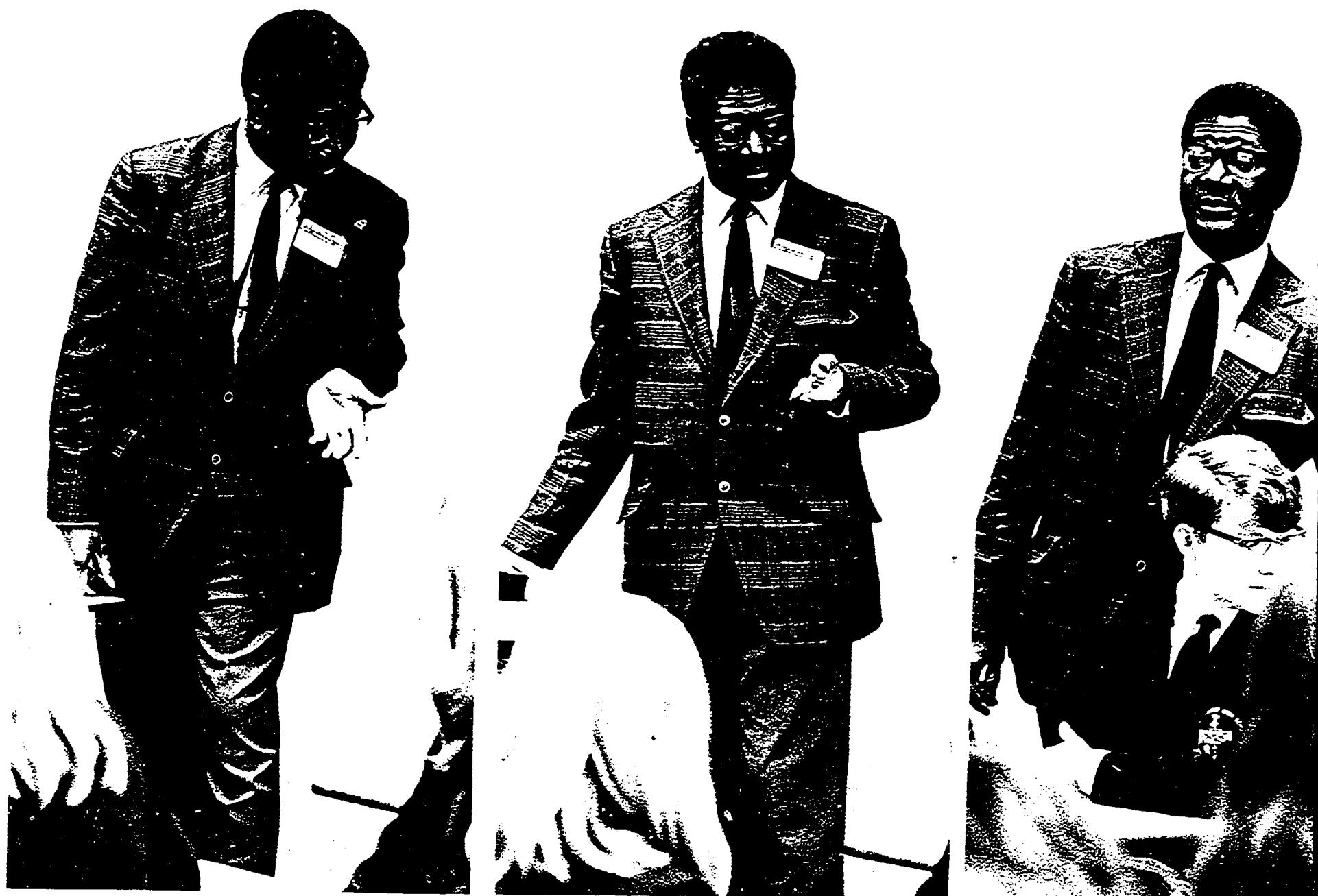
Jonathan Hyde commuted from an apartment he shared in nearby White Plains to the BOCES #2 headquarters some miles away. He checked the daily schedule and the mail, then set out for one or more of the county schools. He presided over classes, gave illustrated talks, discussed staff problems with teachers, addressed school assemblies and local educational groups, and attended conferences. He made several visits to schools in Rye Neck, Port Chester, New Rochelle, Hastings, Tuckahoe, Yonkers, Graham, Valhalla, and Fairview, and called at least once on a number of schools in other towns in the county.

Mr. Hyde made continuous use of his large collection of film slides. "I have

Westchester County, New York

SIERRA LEONE

**Jonathan Hyde
of Sierra Leone
in action**



Photography by Richard S. Mrstik

ONE

**Jonathan Hyde
of Sierra Leone
in action**



Richard S. Mrstik

taken pictures of African life for 20 years —the countryside, the people in the street, traditional places, chiefs in towns, life in schools, my family, universities, weddings—selecting scenes of interest to Americans. I set out to give them some idea of the broad spectrum of life in Africa, as well as in my country, Sierra Leone."

His chief aim was to correct the one-sided image of Africa portrayed through the popular media. "The least technologically advanced or more sensational aspects of African life were often used in contrast with the most technologically developed life in the Western world."

In every instance Mr. Hyde gave students in the classroom "a basic introduction to Africa, to destroy myths that not only children but adults have, visualizing Africa as a vast jungle full of animals. They were surprised to hear that I got my first view of wild animals in a zoo in West Germany in 1957, and that I saw more lions in California than I saw my entire life in Africa."

He tackled another myth, "that all Africa is peopled just by blacks. We have a great variety of people. It often comes as a shock to both black and white Americans to realize there are so many people on the African continent who are not black. Also, they seem surprised to learn that you can be black and yet ethnically very different from other black people."

He also corrected the prevalent concept that Africa "is a new continent discovered a few hundred years ago," when in fact it has been of great historical importance for centuries.

Mr. Hyde recalled a school he recently visited "where many children of professional people go. I showed these children pictures of typical Africans of today. There was an appreciative silence as I pointed to an African architect, a civil engineer, a mining engineer, a telecommunications expert, and a vice president of a company."

A "gasp came from the children" in another class when Mr. Hyde showed slides of a family reunion. "Once a year our whole family on my mother's side tried to have a reunion to let our children get to know each other. On that occasion about 80 cousins, their wives, and children gathered at a beach in Sierra Leone, and we had a very good time as usual."

After he had spoken at an elementary school, shown his slides and answered questions, a little girl came up to him and inquired: "Are there black people in your country?" "Imagine, she was looking at me and asking that!" He always stresses to his audiences that "color is very irrelevant. Color has been a kind of red herring dragged across the path of reason for too long."

Mr. Hyde is particularly fond of children. "I am with them a lot. Children and young people are still my main interest in

life. You cannot love your own (he has four, aged 15, 13, 11, and 9) if you hate other people's children. I like to talk to them, and this is important to talk down to them and I don't try to灌ideas into their heads."

A Dobbs Ferry Middle School teacher, Katherine Kennedy, who said Mr. Hyde was "the greatest thing" to happen to the teachers in Westchester County, described his "fantastic way with children" related to them very well at their level. They asked all kinds of unbelievable questions of him. He brought in African costumes and modeled for them. He was a terrific person."

The feeling was reciprocal. Mr. Hyde, who was especially impressed by the Dobbs Ferry 5th- and 6th graders, said, "They were well primed by the teachers on Africa before I went there. They were on the ball from the word go. The groups didn't give me a chance to give my slide presentation before they started asking questions at me. Good questions! He was generally delighted by the trating inquiries of Westchester people about his African work. He was impressed by the sophistication of the young Americans in districts such as Scarsdale, Rye Neck, Valhalla, and White Plains. He fully credited the teachers for this."

Westchester County,
New York

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SIERRA LEONE

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Preparation of teachers is "a most important thing," Mr. Hyde believes. "Teachers must have the right insight on Africa. You can only show them how, then they must get the right training. They don't necessarily need to go to Africa, though that is helpful. They can find the right learning materials right in this country."

He directed American teachers to training programs planned by the private, non-profit African American Institute and such American universities as UCLA (his alma mater), Boston University, Columbia, Northwestern, and many others. He recommended summer courses, especially for black teachers "who don't always have the money to go." He provided leads to possible sources of financial support and circulated a list of special summer courses open to teachers in African countries.

Mr. Hyde met "ill-prepared" American teachers as well as "some very competent ones." While praising African experts at major U.S. universities, he cautioned against a tendency "to concentrate too much on the political, on what newspapers say about Africa. It is important to point out the gaps in their knowledge."

One of the main concepts Mr. Hyde managed to get across to Westchester teachers and students alike, in the opinion of Joseph Ventura, director of instruction

at Tuckahoe High School, was the similarity among people all over the world, in cultures and in human needs, no matter where they live.

The Sierra Leone educator saw a distinct advantage in coming from abroad to advise Americans. "A person should know not only about his own country and other parts of his continent, and about the United States in advance, but also have a world view. I have been very lucky and find this of immense value. I have been fortunate in the amount of travel I have done, in Europe, much of Africa, and the United States."

He tried to "tie everything up in a historical sense; to give real continuity to human history; to show students and teachers that because at one particular time a particular area of the world was the hub of civilization, that does not mean nothing existed before or nothing came after. I take them back to China and India. For example, I recently had an opportunity in a class to describe an exhibition I saw in Essen, Germany, which showed 5,000 years of Indian art, and they were not crude objects either."

He used what he called "a new ploy" explanation of African customs and traditions such as the 'Bar Mitzvah'—the break from boyhood to manhood—an important 'rite de passage.' " The Jews have kept the tradition alive, he notes,

while "other people have lost it and it fascinates Americans."

Jonathan Hyde's services for the training of teachers was acknowledged by Edward Goate, a curriculum specialist at Hastings High School, in these words: "He made a tremendous contribution to our African studies program, individually with concerned teachers and with a team of people in the world history curriculum for grades 9 and 10. We had a curriculum committee which viewed the African portion individually by bit. He made many constructive suggestions about the direction we were going and provided bibliographies and reference materials. He was very helpful and a marvelous job. He put the interest in Africa as far as we are concerned."

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A Warm Hand from Chile

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Ellen found that a lapse of more than 10 years between high school graduation and her freshman year of college involved a more difficult transition than expected, particularly when it came to learning Spanish.

Hugo W. Vivanco, a visiting curriculum consultant in the foreign languages department at Millikin University in Decatur, Ill., was quick to offer Ellen a helping hand and provide the expertise to get her over the rough spots in the early days of her spring semester course in beginning Spanish.

Along with diligently completed homework, Ellen's tutoring sessions during the day with Professor Vivanco promptly enabled her to grasp the fundamentals of Vivanco's native language, as well as an "A" average in her Spanish course.

Ellen was one beneficiary; there were others. Students and faculty colleagues alike quickly learned of the Chilean's genuine willingness to help whenever and wherever he felt his experience and knowledge could be applied. According to the school newspaper and local news media, university students lost little time in tak-

ing advantage of his "open door" office hours policy.

"I came to Millikin to aid in evaluating the Latin American studies curriculum and making recommendations in areas I felt might be improved," Professor Vivanco said. "It was a rewarding experience. The discussions with my Millikin faculty colleagues were beneficial—I hope for them as well as for me. My reception by students and the contact I had with them, both in and out of the classroom, was intellectually exciting and at times truly challenging."

Stephen Dodge of Millikin's history department, who invited Professor Vivanco to his classes as a lecturer, cited the advantages of having a visiting professor from Chile speak on various aspects of life in Chile and Latin America:

Most students, most people generally, are keenly interested in hearing someone from another part of the world describe the lifestyles of the people of his country, the political, educational, and cultural conditions existing, and so on.

I soon found myself becoming as absorbed in Professor Vivanco's lectures as the students were. His help in clearing up

a number of misconceptions was a bonus from his service as a guest

In addition to lecturing in several courses and Spanish classes, a his own interdisciplinary course, Vivanco was actively engaged in to school and community group, a central Illinois community people, and to audiences in small towns. He also accepted invited small group discussions in the Millikin faculty members, and his schedule included regular participation luncheon meetings of the Spanish majors in this language where their conversations entirely in

Applying his expertise—gained 15 years' experience on the faculty of the University of Chile in Antofagasta—he was chairman of the department of languages—Professor Vivanco recorded Spanish tapes for use in the university's language laboratory, prepared two 30-minute recordings on Chilean folk music, and opened a slide presentation of an overview of his native land.

A Warm Hand from Chile

Central States College Association

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Millikin faculty members, and his weekly
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CHILE

Enthusiasm,
experience,
eagerness
to help . . .

Professor Vivanco's purpose in the Latin American studies program at Millikin was described by Malcolm H. Forbes, Dean of the College of Arts and Sciences, who introduced him to the faculty:

We are indeed grateful to have Mr. Vivanco join us as a teaching faculty member and a consultant, and look forward to his enriching of our understanding of life in Latin America. The opportunity to benefit from his outstanding educational background and experiences is great.

Many students and faculty members at Millikin will readily testify that Professor Vivanco fulfilled that potential.

His work with Millikin's Latin American studies program represented only about one-third of his activities in this country. His assignment in the United States resulted from a plan submitted to the Office of Education by three member institutions of the Central States College Association (CSCA), to obtain the services of an outstanding educator from a Latin American country who could assist them in developing Latin American studies programs. In addition to his work at Millikin, Professor Vivanco spent the fall semester of 1970 at Luther College in Decorah, Iowa, and the spring semester of 1971 at MacMurray College in Jacksonville, Ill.

He was accompanied during his most recent assignment in the United States by his wife, who is a teacher of English in Chile, and their two small daughters.

College



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THE REPUBLIC OF CHINA

"There is in America an unbalanced stress on things European—but there is a gradual swaying toward the East. In my little way, I am hoping to help swing the pendulum in this direction." In these words, Yu Kwang-Chung, internationally known Chinese poet, scholar, and associate professor of English at National Taiwan Normal University, summed up what he hoped he achieved during his 2 years as foreign curriculum consultant for Temple Buell College in Denver and for the Colorado State Department of Education.

Tributes to his accomplishments and to the increasing interest in China that he generated were voiced in myriad ways by fellow educators, administrators, students, and the public at large, not only in the sprawling Denver metropolitan area but also in remote communities dotting the plains and the higher reaches of the Rocky Mountains.

54

K.C.'s Legacy

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According to David Yu, professor of Asian studies and director of the Temple Buell College Asian studies program:

Because of K. C. Yu, we were able to offer classes in the Chinese language for the first time. As a specialist in both Chinese and English literature, he was able to make a key contribution to the teaching of works by Chinese authors. He made Chinese language tapes which will be used here in the future. He helped us acquire books, slides, reproductions, and artifacts dealing with Chinese literature, language, and art. And he was a major factor in the establishment of Temple Buell's new Center in Taipei as part of the school's Study Abroad Program.

To distinguish between the two Professors Yu, colleagues and students at Temple Buell referred to the popular visiting Taipei scholar and poet as "K.C."

Said 20-year-old Randy Buck, a senior from Los Angeles who was the first student to enroll at the Taipei Center: "K.C. very much influenced my decision to go to Taipei to study. I am now taking my 2d year of Chinese language with him, and it is exciting just being in the classroom

with such a famous, intelligent person. His poetry is just beautiful. I am very interested in just about everything Chinese. It is a rare privilege to study with him. I look forward to meeting again."

Judy Chapman, 19, and a senior from Oregon, commented: "Having personal contact with K.C. Yu is one of the most important assets at Temple Buell College. Besides benefiting academically from his teaching, we are learning a great deal about the Chinese, their customs and culture."

Marian Erdman, a senior from Colorado, adds: "He increased my desire to go to the Taipei Center this fall to continue my studies. He's amazing. With his excellent knowledge of English and Chinese, we get from him what we couldn't get from any other source. And he offers more than just translations. He knows the subtleties of literature, all the idiomatic expressions. Makes everything more meaningful."

Consultants in the Colorado State Department of Education's Improvement Unit, who worked with Professor Yu and accompanied him on trips

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Consultants in the Colorado State Department of Education's Improved Learning Unit, who worked with Professor Yu and accompanied him on trips throughout

THE REPUBLIC OF CHINA

the State to address both faculty and students, also speak of their "meaningful" relationship with him:

K. C. Yu is a unique person with an absolutely fascinating capacity for capturing interest in his field of Chinese language and culture.

* * *

My little girls, then 3 and 5, were simply transfixed when, during dinner, K.C. chanted some Chinese poetry for them. I was frankly amazed—considering the strange sounds and imagery—that he could hold the attention of such small children. But they asked all kinds of questions, wanting to know more. He drew Chinese characters and the children are still trying to learn to copy them!

Leonard Krimm, a consultant who accompanied Professor Yu to an Instructional Improvement Association meeting in Colorado's more remote southwest mountain area, called the San Juan Basin, said faculty and administrators were clearly impressed by K.C.'s talk about education in Taiwan and his views of education in the United States. "Then he recited some poetry for them and put it to chant. His audience was spellbound," Krimm said. He noted that the Chinese professor had a similar "marked effect" when he spoke to high school and junior high groups.

Prof. K. C. Yu talks with Temple Buell College president Dumont F. Kenny about plans for the new center in Taipei, which operates in conjunction with

Temple Buell's undergraduate program in East Asian studies (Left to right, Kwang-Chung Yu and Dr. Dumont F. Kenny).



Public Information
Temple Buell

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Public Information Department
Temple Buell College

In Salida, situated in the central Colorado Rockies, Professor Yu, accompanied by consultant Marvin Eakes, discussed methods of teaching social studies in Taiwan and exchanged ideas with the teachers there. "He also addressed a teachers' meeting after school," Eakes said, "and it was obvious they began to realize how privileged they were to meet, firsthand, a person of K.C.'s stature and prestige."

Consultant Betty Gibson spoke for the State Department of Education personnel who had contact with Professor Yu: "All of us benefited from knowing him—he was an inspiration we won't forget."

Professor Yu spent a full day at the U.S. Air Force Academy, accepting an invitation of the Academy's English department and Chinese language class. He lectured to the cadets on modern Chinese literature, dined with the staff, and spent the remaining hours in fruitful informal discussions with students.

K.C. also spoke to church groups, service organizations such as the Rotary Club, and various women's organizations, and read his own poetry on television in Denver.

The respected writer feels that in America "there is a growing interest in things Asian, especially Chinese." He contrasted this with what he observed during his previous visits to the United States in 1958-59, when he obtained a degree at the State University of Iowa, and in 1964-66, when

he returned to the United States as visiting professor on campuses in Illinois, Michigan, Pennsylvania, and New York.

"I find this renewed attraction of Chinese culture among American youth quite heartening," he said, citing, as more obvious examples, students' interest in "Tai-chi-chuan, an exercise with philosophical interpretation; the philosophy of Taoism, which advocates nonstrife, living in harmony with nature, and freedom of mind; and affection for Chinese poetry."

K.C. Yu's far-reaching influence at Temple Buell College—and the Denver metropolitan community at large—was stressed by his colleagues and by the college president. Dumont F. Kenny, head of the 4-year liberal arts college, whose student body numbers about a thousand girls representing nearly all the 50 States and several foreign countries, stressed Yu's contributions as an outstanding educator, poet, and artist. "Professor Yu added to the value of his campus contributions by giving public lectures on Chinese culture, language, and art. He has been a catalyst in the establishment of the school's new center in Taipei, where he will serve as resident director for us," Kenny said.

Under its Study Abroad Program, Temple Buell operates centers in Vienna, Madrid, and Geneva. The new Taipei Center, the first in Asia to be sponsored by any

college in the Rocky Mountain area, provide an Asian dimension.

Charles M. Rich, foreign consultant project director at the humanities division, credits "with launching a new direction in the East Asian studies program at Temple Buell."

From our previous emphasis on the humanities, K.C. began to generate a sense of our need to develop a program of serious commitment to instruction in the languages as part of it. Better understanding of Asian culture requires knowledge of the languages in themselves, it's like standing outside and looking through a window.

It was exciting and stimulating for the students to have had direct personal contact with one of China's top writers. It gave the students' perspective of China, not only its traditional culture. The Chinese are a powerful component, yet K.C. gave the students a glimpse of a vigorous, alive, contemporary Chinese society. He knew, for instance, that he was a member of a poetry society, that he was a member of the Chinese Annual Poetry Prize by the Chinese Association of Writers and Artists, that he was an editor and art critic as well as a translator, and that he was chosen one of the Ten Outstanding Young Persons of the Republic of China in 1966.

Colorado

ed in the central Colorado. Professor Yu, accompanied by Marvin Eakes, discussed teaching social studies in Taiwan. Ideas with the teacher addressed a teachers' school," Eakes said, "and it began to realize how we were to meet, firsthand, in stature and prestige." Roy Gibson spoke for the Office of Education personnel with Professor Yu: "All of us, knowing him—he was won't forget."

spent a full day at the U.S. Embassy, accepting an invitation by the English department to stage class. He lectured on modern Chinese literature to the staff, and spent the day in fruitful informal discussions.

He spoke to church groups, service clubs such as the Rotary Club, women's organizations, and appeared on television in Denver. The writer feels that in America there is a growing interest in things Chinese." He contrasted what he observed during his previous stays in the United States in 1958 and 1964-66, when

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THE REPUBLIC OF CHINA

And even though the Chinese language seems so different from ours, students' contact with K.C. makes them realize millions of people use this language every day—and somehow learning it seems not quite so impossible.

Daniel Lovelace, assistant professor of political science, shared with K.C. Yu the responsibility for special orientation courses being given to the students who will study in Taipei. "K.C. made an enormous contribution to the Temple Buell campus," he said, by generating "much interest in East Asian affairs through a wide variety of activities." Lovelace paused while enumerating Yu's activities, as if awed by the immensity of the contributions the foreign consultant made. "K.C. left us a rich cultural legacy, and our task is to build on it."

Although a major portion of Professor Yu's time was spent at Temple Buell, his impact extended to the University of Colorado campus at nearby Boulder, where he assisted his friend Daniel Yang of the drama department in preparing the English libretto of a Chinese opera. Two bus-loads of students and faculty from Denver enjoyed the presentation.

He was also a guest of the Chinese Language and Culture Club, sponsored by Mrs. C. Han Yang, instructor in Chinese language in the University of Colorado's department of Oriental languages and literature.

Colorado

"Even I had never heard chanting of classical Chinese poetry before, although I was born on the China mainland," says Mrs. Yang, "The students were keenly interested in this chanting, which is almost a dying art, and one of the instructors in the philosophy department asked Professor Yu for additional programs on chanting. Yu agreed to give six seminar-like sessions. He came to Boulder three times, and we went to his home in Denver three times. We taped his chanting so students could study it. After the sixth session, I heard my students actually learning to follow him.

"The sessions turned out to be a kind of cultural exchange," she continued. "More and more students became interested. Then one of our professors asked Yu to speak before classes in Boulder's Free School. He prepared poems, translated them, explained them, and related their content to Chinese philosophy and culture. Participation reached an even broader spectrum of students than we have on the campus.

"I guess," said Mrs. Yang in summary, "you might say China was 'invisible' before to our students until they got to know personally this poet and scholar, who sharpened our interest and made our China studies seem more real and significant. He had an enriching influence on all of us."

NIGERIA

David Akintola came to Tacoma to talk about "human geography." His purpose, as he saw it, was to get people to look at another country, in this case, Nigeria, in human terms—what is planted and harvested, what people eat, what they do daily. Too often, he said, another country or people is "just a name on a map." Stephen J. Mondau, director of international education for Tacoma's public schools, said that Akintola made Nigeria and Africa more than that to Tacomans. "and after he left it continued to be more than that, for a much-improved curriculum library with maps and books is now available to teachers and students."

Education, like good communication, is always a two-way street. Akintola remarked, "It is becoming common knowl-

edge among Africans that perhaps the best place to learn about Africa is the United States. This is true," he said, "because of the amazing amount of materials available in the libraries, which by far outstrip those available to us in Africa."

The tall African high school principal from Ilorin, Nigeria, talked to more than 5,000 youngsters ranging in age from 4 to 18 years during his assignment in Washington State. "The kind of things we do range from learning some African songs or an African game called 'Ayo' in Nigeria, or 'Awari' in Ivory Coast, in elementary schools, to more serious subjects as the history of black people, the economic potential of Africa, and world problems in high schools."

His first few months in Tacoma were spent working on resource materials and ordering books and maps about Africa that the school district did not have. As word of his presence in Tacoma grew—by a television newscast, an interview with the local paper, and a few early appearances before groups—the African educator soon found himself moving rapidly around Tacoma's landscape talking about Africa to anyone, of any age, who was in-

More Than a Name on the Map

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Akintola worked with faculty
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Tacoma, Washington

olola came to Tacoma to talk about geography." His purpose, as he sees it, is to get people to look at another country, in this case, Nigeria, in order to see what is planted and harvested, what people eat, what they do for a living, and, he said, another country is not just a name on a map." Steve Steffau, director of international programs for Tacoma's public schools, said Akintola made Nigeria and Africa come to Tacomans, "and after he came, he wanted to be more than that, for he had a well-loved curriculum library with books on Africa that is now available to teachers."

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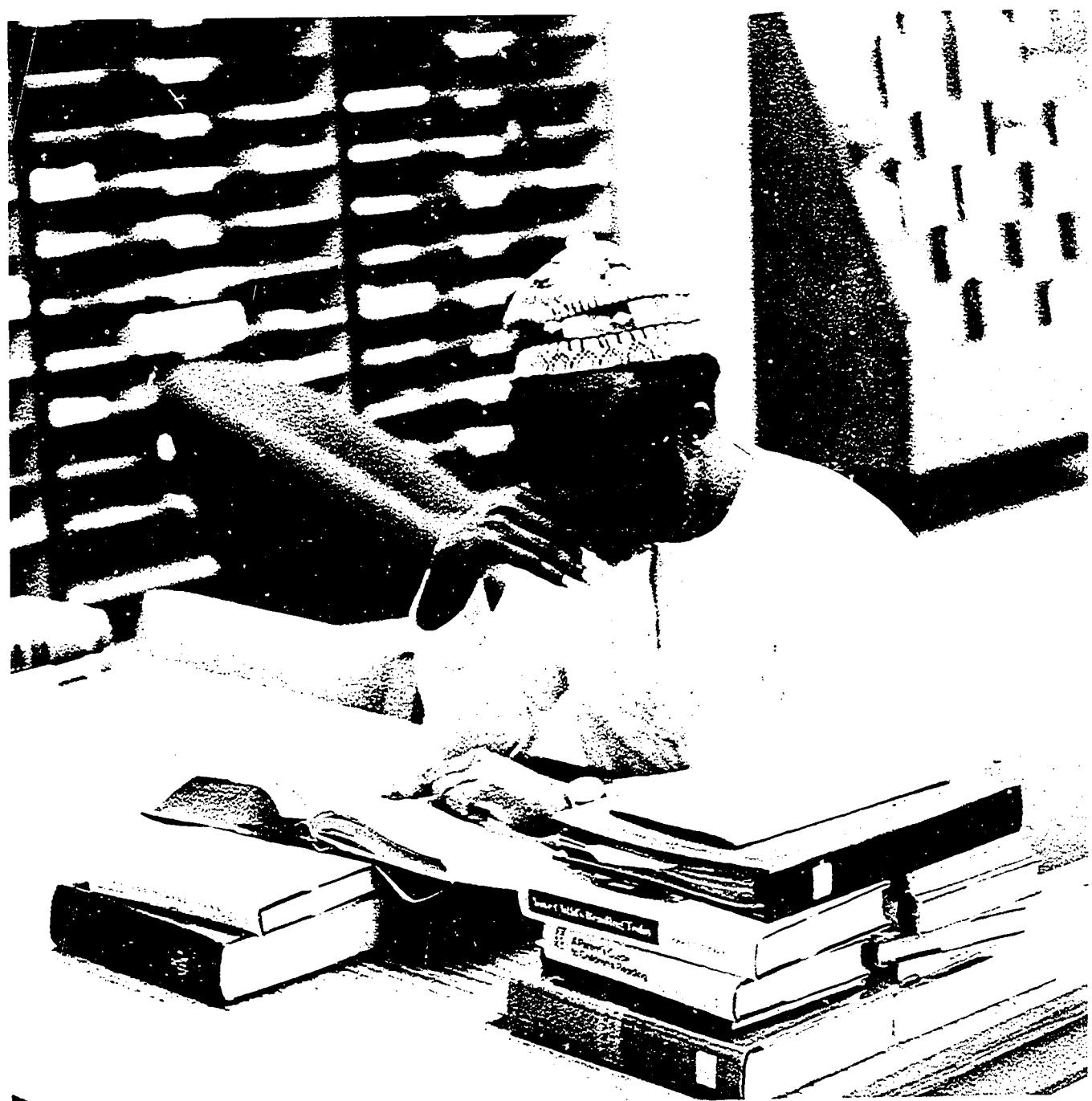
In addition to kindergarten, elementary, and junior and senior high school classes, he talked to groups ranging from preschoolers in day care centers to university students, women's clubs, inmates in a women's prison, church groups, and people and organizations in Tacoma's black community.

Akintola worked with faculty members of Pacific Lutheran University on a curriculum for black studies. With his help, the Social Studies Committee developed a new teaching aid about Africa consisting of figures artfully carved from the thorn tree depicting Africans in their daily pursuits. The thorn carvings, arranged in groups of five or six, are mounted in clear plastic containers and can be ordered for classroom use through the audiovisual department. Accompanying the collection are booklets explaining the activities and figures portrayed.

The effect of a visit to a classroom by this smiling black man, sometimes in the colorful dress of his country, came through

NIGERIA

**David Akintola reviews materials
for the professional and
curriculum library.**



in the letters that followed. These are extracts from letters written by 4th-graders:

I think Nigeria is fun. I did not know you had TV down there. I wish I could live down there.

* * *

How come you don't have very many elephants?

* * *

I learned that department stores and super markets are very much like ours.

* * *

I learned that you have doctors and dentists like we do.

Like other foreign curriculum consultants, Akintola was disturbed by stereotyped images of Africa. "I seriously question the educational and entertainment value of such movies as 'Tarzan', 'Daktari', and 'Jambo Jambo,'" he said. "At best, they are misleading; at worst, inimical to 'black pride' and a drag on the spirit of integration. Many people," he continued, "still think Africa is a 'country' peopled by a half-naked white man named Tarzan forever being chased around by savage natives. It is for this reason that I question the social and educational value of such movies."

Akintola spent a great deal of time with Tacoma's black community, "perhaps my greatest area of success." Also, he was

"invited to almost every social activity and welcomed in the homes of many prominent men and women in the community. I participated in informal discussions which lasted for hours."

His assignment to Tacoma was neither accidental nor inappropriate. Within the Tacoma school system there is a small community of teachers and administrators who have spent several years as visiting teachers and administrators at the American International School at Lagos, Nigeria. One of them is Stephen Mondau, who coordinated Akintola's activities. Akintola used this group's collection of slides and artifacts to supplement his classroom presentations. In his hands, the educational value of the collection was enhanced immeasurably.

It was also intended that Akintola's role as a curriculum consultant to the Tacoma public schools would not cease when he returned to Nigeria. Accordingly, the school district applied for a grant under a provision of the Elementary and Secondary Education Act, which, if awarded, would provide a variety of learning materials to place in each of the 10 district junior high schools to complement the study of African history and culture. These materials would be used not only to foster a better self-image on the part of the black student regarding his long ethnic history, but also to encourage a much greater respect by whites for the black American whose long history, in Mondau's opinion,

has not been given appropriate emphasis. Akintola kept an informative diary of a typical week reads as follows:

Monday, November 16, 1970. Visited McIlvaugh Junior High at the invitation of Paula Canonica. I talked to a ninth grade class on Nigeria and Africa in general. I found the same kinds of questions asked as those in the other schools I visited.

Tuesday, November 17, 1970. Visited Pacific Lutheran University at the invitation of James Holseth, history professor. I met six or seven professors who wanted to know if and how I could help in preparing a curriculum on Black Africa for the summer of 1971. Mr. Holseth got in touch with me later.

Wednesday, November 18, 1970. Went to Mount Tahoma High School at the invitation of Mr. Malohe and Elva. I showed a group of 40 students how to cook a Nigerian dish. The students and many members of the staff ate the food. They all want the recipe now.

At 5:30 p.m. I attended the meeting of the Phi Delta Kappa and spoke for 15 minutes about my work in Nigeria. Tacoma.

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Tacoma,
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NIGERIA

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Friday, November 20, 1970—Out to Gault Junior High School on the invitation of Gwendolyn Jackson. I spoke to three consecutive geography classes of Mrs. Carpenter's about the African "Extended Family System" and its social implications.

"Mr. Akintola was receptive to the needs of the Afro-American students in the Tacoma school system and was willing to go out of his way to help implement those needs," said Dr. Chiotti, director of a CRA title VI civil rights project. His presence in Tacoma worked in perfectly with the stated aim of the Tacoma public schools

to "provide a quality multiracial education for all students." According to Mondau, it is vital that once a multiracial school population has been achieved, all the students within that school have equal opportunity to develop respect for their own heritage and cultural contributions to mankind. "It is in this capacity that Akintola served most effectively," Mondau concluded. "David Akintola will be remembered for a long time in Tacoma. But more importantly, the bridge between Tacoma and Africa has become much shorter."

PERU

Thousands of New York State high school and elementary school students will have a better understanding of Latin American culture, history, and current affairs because of Yolanda Loli. Miss Loli, a teacher from Lima, Peru, worked with the New York State Education Department in its 5th year of participation in the Office of Education's Foreign Curriculum Consultant Program.

Previous consultants had come to New York from India, Indonesia, Japan, Jordan, Kenya, Nigeria, and Yugoslavia. Like Miss Loli, they were attached to the Center for International Programs and Comparative Studies, which has six educators working full time on the task of providing resources and opportunities for teachers and students to study cultures other than our own.

Miss Loli spent 9 months informing American students and teachers about life in Latin America, especially Peru. Her assignment was divided into three parts:

—Reviewing courses of study on Latin America used in schools in New York State, particularly in grades 5 and 12 in the social studies curriculum.

—Conducting workshops for teachers

to acquaint them with current bibliographical and audiovisual resources.

—Working directly in schools all over the State by helping teachers in Spanish, Latin American studies, and art and music enrich their instruction.

An accomplished folk dancer, Miss Loli was able to compare the music of Latin America with North American music, and through the skillful interplay of music and dance sought to give demonstrations of the vitality of Latin American life. Her talents facilitated progress toward her main goal: helping teachers become better teachers. "I am not an entertainer. My purpose was not to put on a side show," she said. "Nor did I seek to intrude material into the classroom that did not fit in with the courses of study planned for the time of my visit."

Since the study of Latin American peoples is required at the 5th-grade level in social studies classes, Miss Loli was frequently greeted with open arms by teachers who sought respite from the textbook instruction. She visited schools in about 15 different school districts, urban and rural, spending from 1 to 3 weeks in each district.

Her "Bag" Is Empathy

New York 3

Miss Loli traveled with a shop full of toys, clothes, and objects that she displayed as a motivator in the hope that more serious work would be tackled once the class was seated. For example, in one kindergarten when she showed her toy llama, a child asked if she came to the United States on a real llama. She explained that no one rides on llamas in Peru, they carry baggage, and no more than 100 pounds of it at a time, because they have learned to take care of the animals to keep them healthy and able to work. She then proceeded to discuss how climate and topography affect the hood and transportation.

In 5th-grade classes, where the geography of mountain ranges is studied, Miss Loli pointed out how living at different elevations determines people's way of life in the same way, whether the mountains are the Rockies or the Andes. Mountains have common problems and common ways to solve them. Songs and food, the way of making a living are remarkable regardless of the language spoken or the nationality. Referring to her work

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New York State

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PERU

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shopping bag, Miss Loli says that it is full of objects that help her explain the history and folklore of her own country. "Everything in my bag has an educational purpose. I don't carry objects just because they are strange or are a novelty."

She described her 2-week stay at Glens Falls as typical of some of the work she did. She began her visit with a series of exploratory talks with teachers and principals to discuss programs on Latin America already underway and to find out what was expected of her, so that her work would supplement, not supplant, their own work.

Glens Falls, in northeastern New York, has about 6,000 pupils in five elementary schools, one junior high school, and one senior high school. The district has no Spanish-language program, so Miss Loli's efforts were concentrated in social studies, music, art, and physical education. She divided her time so that she would be able to spend at least 1 full day in each school, meeting for an entire period with each secondary school class. "When I came into a class," she explained, "I had in mind specific material I wanted to cover. However, I let the discussion be guided by the interest and questions of the class. Usually



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She described a miniature devil's mask she carries which dates back to the early 16th century when the Spaniards first came to Peru. The mask was made by the Incas and Miss Loli uses it as an introduction to an account of the experiences of the Incas during the early period of Spanish colonial rule. Also in the bag is a collection of musical instruments, many of which are still used in the hills of Peru. Occasionally she wore a modern Peruvian dress showing the clear mixture of the Inca and Spanish culture in her country. "During the Inca period, people wore simple tunics of only one color. They did not wear feathers and ornaments as most people believe. When the Spaniards came, however, with their brightly colored clothes and ornaments, the Incas adopted this style of dress." The dress consists of two parts—an outer tunic of one color styled after the Incas, and a wide, colorful, hand-embroidered skirt worn under the tunic. And so the blending of cultures is a concept that is made graphic to the students.

She always traveled with a set of slides on various aspects of life in Peru. These helped her illustrate differences in the three distinct areas of the country—the mountains, the coastal area, and the lowlands. "Most Americans," she noted, "think only in terms of the mountains when they think of Peru."

At Glens Falls High School Miss Loli's program centered on group discussions. Students had dozens of questions, some of them difficult: How do you explain Peru's policy of claiming sovereignty over 200 miles out to sea, whereas most other nations claim a 9- or a 12-mile limit? How is the Government of Peru different today from what it was in the past? What do Peruvians think of the United States?

In schools that offer a Spanish language program, her approach was geared to the language classes. She conducted some of the regular language instruction and would attempt to give some of her other presentations entirely in Spanish. "In this way," she said, "I could introduce the students to new phrases and the language as it is really used. In many cases there is a big difference between the way the language is taught in a classroom and the way it is actually spoken."

Miss Loli, who has a master of arts degree from George Peabody College in Tennessee, has also visited schools in Switzerland, England, and many parts of Latin America. Turning to her impressions of the curriculum in United States schools, she pointed out that social studies teaching is almost exclusively oriented toward West European history and culture, with major emphasis on England, France, and Germany and how these nations interacted with the North American continent. In a typical elementary and secondary school sequence, this area of the world is studied

again and again. Only in the past few years has any effort been made to teach non-West European peoples, i.e., the study of the cultures of Asians, and Latin Americans. This is a deficiency, Miss Loli asserted, and expressed her pleasure over the leadership role that New York State is playing in support from the Office of Education in broadening the curriculum to include these cultures.

As an example of this effort, she pointed to a recent publication, *Materials on Latin America for Use at the Secondary School Level*, published by the Center for International Programs in Comparative Studies, and to the work of the State's Bureau of Secondary Education, which is developing teaching materials and "simulations" for teaching Latin America.

Working with students and teachers in one phase of her work for the New York State Education Department, Miss Loli spent much time reading American books on Central and South American affairs and discussing these with teacher workshops. She was surprised to discover that so many of the books and other books in use reflected a West European point of view, ignoring the Peruvian and Inca perspectives. "Many of the books are outdated and do not include historical interpretations and recent archaeological evidence."

Although study about Latin America

New York State

work my material into the questions asked by my students. I had a miniature devil's mask which dates back to the early period when the Spaniards first came. The mask was made by the Incas. Loli uses it as an introduction to the students, account of the experiences of the early period of Spanish rule. Also in the bag is a collection of musical instruments, many still used in the hills of Peru. She wore a modern Peruvian dress, the clear mixture of the Spanish and Indian culture in her country. In the Inca period, people wore clothes of only one color. They did not wear colors and ornaments as most Americans do. When the Spaniards came, the Incas adopted this style. The dress consists of two pieces: a tunic of one color styled like a poncho, and a wide, colorful, hand-woven skirt worn under the tunic. The meeting of cultures is a scene made graphic to the students. Loli traveled with a set of slides illustrating various aspects of life in Peru. These slides illustrate differences in the various areas of the country—the coastal area, and the lowlands. "The Incas," she noted, "in terms of the mountains, are like the Americans," she noted, "in terms of the mountains and the lowlands of Peru."

At Glens Falls High School Miss Loli's program centered on group discussions. Students had dozens of questions, some of them difficult: How do you explain Peru's policy of claiming sovereignty over 200 miles out to sea, whereas most other nations claim a 9- or a 12-mile limit? How is the Government of Peru different today from what it was in the past? What do Peruvians think of the United States?

In schools that offer a Spanish language program, her approach was geared to the language classes. She conducted some of the regular language instruction and would attempt to give some of her other presentations entirely in Spanish. "In this way," she said, "I could introduce the students to new phrases and the language as it is really used. In many cases there is a big difference between the way the language is taught in a classroom and the way it is actually spoken."

Miss Loli, who has a master of arts degree from George Peabody College in Tennessee, has also visited schools in Switzerland, England, and many parts of Latin America. Turning to her impressions of the curriculum in United States schools, she pointed out that social studies teaching is almost exclusively oriented toward West European history and culture, with major emphasis on England, France, and Germany and how these nations interacted with the North American continent. In a typical elementary and secondary school sequence, this area of the world is studied

again and again. Only in the past few years has any effort been made to teach about non-West European peoples, including study of the cultures of Asians, Africans, and Latin Americans. This is a serious deficiency, Miss Loli asserted, but she expressed her pleasure over the leadership role that New York State is playing, with support from the Office of Education, in broadening the curriculum to embrace these cultures.

As an example of this effort, Miss Loli pointed to a recent publication, *Guide to Materials on Latin America for Use at the Secondary School Level*, published by the Center for International Programs and Comparative Studies, and to the work in the State's Bureau of Secondary Curriculum, which is developing teaching strategies and "simulations" for teaching about Latin America.

Working with students and teachers was but one phase of her work for the New York State Education Department. In addition, Miss Loli spent much time reading American books on Central and South American affairs and discussing them in teacher workshops. She was surprised to discover that so many of the textbooks and other books in use reflected the Spanish point of view, ignoring the Peruvian or Inca perspectives. "Many of these books are outdated and do not include current historical interpretations and recent archaeological evidence."

Although study about Latin America is

PERU

mandatory at the 5th-grade level and, at local option, can be taught as an elective course in the 12th grade, Miss Loli contended that topics relating to life in Latin America can be infused at all grade levels, if teachers have sufficient information available to them. It is in this area of instruction that department chairmen, school principals, and school librarians can have great impact, in her opinion.

Overall, Miss Loli considered her stay in New York State successful despite—and she said this with a quick smile and a sparkle in her eye—some frustrations. Students in New York classrooms "have been openminded, ready to discuss anything, and their questions are sincere. They go right to the heart of the matter, even in the elementary grades. Peruvians tend to think of classes in the United States as a bit disorganized and undisciplined, but they are not. The teacher's plan may not be evident at first, but there usually is one and it works well! I discovered that, all in all, my problems were less with students than with adults.

"A number of teachers and administrators saw no need to broaden the world outlook of students," she lamented. "Some knew nothing about Peru and saw no need to study so small a country. Latin America, gaiety and, paradoxically, an area of into some adults, is a place of fiesta and

New York State

stability, revolution, and grinding poverty. I hope my visit here helped destroy these stereotypes.

"It is true that our background is different. Peruvian parents are more strict and our society is not as teen-oriented as it is here. Americans generally feel too self-sufficient. They don't feel the need to learn about other countries." She contrasted this with Peru, which is not as highly developed industrially and must, therefore, depend more on other countries. "Even high school students who don't read English very well buy paperback books written in the United States about the United States." She believes that Peruvians have a much greater awareness of the United States than North Americans have of Peru or of Latin America. This is, of course, one of the deficiencies she tried to overcome during her stay here.

Asked what she regarded as the most important aspect of her stay in New York, Miss Loli had a ready answer. "I hope that in places I have been, students and teachers have seen that maps, graphs, and statistics are useful only up to a point and that we, as human beings, as residents of the New World, have much in common. We share similar problems; violence, poverty, and disease have no national boundaries, and neither do understanding, empathy, and love."

ETHIOPIA

Dear Mulu: . . . Why does your country have an Emperor?

Dear Mr. Eteffa: . . . "Tenaystiliyn." Is that the right way to greet people in Addis Ababa? . . .

Letters, literally hundreds of them, from elementary and secondary students, arrived daily at Wayne County Intermediate School District office where Mulugeta Eteffa, foreign curriculum consultant, had his home base.

"Mulu," the short form requested by Mr. Eteffa, was constantly on the go in Wayne County's 625-square-mile metropolitan area and barely had time to answer his voluminous correspondence.

Robert Wall, school-community consultant for the Wayne County Intermediate School District, reported that Wayne County's 963 schools and 695,508 elementary

and secondary students gave Mulu unlimited opportunities for student contact. Twenty-five thousand teachers and administrators awaited his advice on how to build a study unit on African history, on how to assemble and convey information on the culture of Ethiopia, and on the best way to teach a foreign language like Amharic.

Mulu's territory in Wayne County is well marked by four predecessors; Wayne County schools have benefited from the Foreign Curriculum Consultant Program since 1967.

Early in September 1970, Mulu was introduced to as many of Wayne County's 37 local school districts as possible. He went to local districts with his American colleagues, appeared at district meetings, and was featured in district news releases and special notices. These introductory actions immediately led to firm arrangements for visits with the staff of a local school district, talks to students, and appearances before a civic organization.

Mulu's schedule quickly filled. A month-to-6-weeks' wait for his consultant services soon became the rule rather than the exception.

Has Anybody Here Seen Mulu?

Wayne Cou Mich

Conquering the intricacies of Detroit traffic was not a trivial accomplishment for the affable consultant Addis Ababa. Driving a 1962 Oldsmobile, Mulu quickly mastered the city streets and the grid of Wayne County as well as the troopers who have lived there for years.

Outlines, supplementary books, a slide projector crowded every inch of space in his ubiquitous Chevy, Mulu's mobile resource center, which was always ready for any educational request he might encounter. Wayne County's 37 local districts

Showing slides, giving assemblies, and answering questions, elementary and secondary students in the classroom setting consumed a major portion of Mulu's schedule. Another large portion of his time was devoted to conferences with social science department heads, secondary teachers, and administrators to plan and develop new teaching

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Wayne County, Michigan

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ETHIOPIA

Teaching aids were prepared and textbooks were reviewed for use by the Detroit public schools social studies department.

Mulu discovered that existing material on Ethiopia was both inadequate and inaccurate, and soon produced a comprehensive study guide dealing with Ethiopia's geography, history, education, economy, and government. The teachers' need for a study guide on Ethiopian culture was similarly met by Mulu.

Typically, Mulu spent an entire day in one school district, visiting elementary classes, talking with teachers, and evaluating library materials available for research on Africa.

Now something about his routine, play by play.

He gets right down on the floor with the 3d-graders to demonstrate how an Ethiopian instrument, the krar, is played. His eyes dance excitedly. He smiles, bends forward, ever alert to each question. He knows that interest has been sparked. The process is called learning. He prolongs it.

Mulu's eyes twinkle as he explains how to bow, or nod your head to greet others in Ethiopia. "Tenaystiliyn" is "How do you do?" Seconds later a bevy of bobbing heads joyfully repeat the greeting.

More advanced discussions of the Ethiopian language are reserved for later in the day, when he works with two high school classes. They hear Mulu's clear explanation of the Amharic alphabet, seven basic vowel sounds blending rhythmically with 33 consonant sounds.

Time for a large group presentation. The principal has stepped into the room to inform the 3d grade that five other classes would like to benefit from Mulu's short visit. Everyone is invited to see his slides and hear his talk in the auditorium-gym room.

Reluctantly, many of the 3d-graders hang back, tugging at Mulu's suitcoat. "Do they have football teams in Africa?" "Is that really goatskin on the krar?" "Who is the president of your country?"

Questions echo in the hall as he dashes to the auditorium-gym to set up his slide projector and prepare to meet another gathering of about 200 youngsters. They sit 20 deep on the floor ready for his presentation.

When it is over, Mulu is besieged again by questions, covering every phase of life

in Africa. Misconceptions are he relates his answers to s shown:

—Africa is not a vast jungle desert.

—Africans do not live exclusively. They also work at job cities much as we do in A

—No one language can be te A great variety of language

—Wild animals are not ro where.

—Physical features of the only from country to cou but even within a country opia.

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- Africa is not a vast jungle or a barren
desert.
- Africans do not live exclusively by hunt-
ing. They also work at jobs in modern
cities much as we do in America.
- No one language can be termed African.
A great variety of languages are spoken.
- Wild animals are not roaming every-
where.
- Physical features of the land vary not
only from country to country in Africa
but even within a country such as Ethi-
opia.
- Africans are not heathens without re-
ligion. The Coptic Church goes back to
the fourth century.

The verbal exchange continues for an hour,
when the principal calls a halt; it's lunch-
time.

Four social studies teachers and their
departmental supervisor greet Mulu after
lunch. He rolls up his sleeves—literally,
since it's an informal setting—and re-
views their teaching units dealing with
Africa. Uninhibitedly, he suggests changes.
The material needs to be updated. Mulu
hands out a bibliography he has compiled
of more than 400 books that provide accu-
rate basic information.

A few of the books are at the Wayne County Intermediate School District professional resource center. Other material can be ordered. He mentions that his slides will also be available for general use after his departure in June.

One of the teachers would like Mulu to come back in a couple of weeks to do a demonstration lesson on African languages. Will his schedule permit such an assignment? A fast huddle. Yes, he can make it.

A second teacher reminds him they have only 5 minutes until the African studies class meets. He quickly confers with the department supervisor; the two arrange for Mulu to meet the other members of the department at a later date.

Thirty high school students listen politely to Mulu's 10-minute introductory lecture. He puts the chalk down, moves away from the map of Africa where he has been pointing out the various physical features of Ethiopia, and announces he is ready for questions.

They start coming again. Not in the torrent he confronts from elementary students; just a steady stream. More sophisticated. Secondary students want to know about Ethiopia's political framework. Does

your country have a congress? Yes, it's called *Parlama*. There is a House of Representatives and Senate.

Hands soon fill the air, each straining for immediate recognition. "What is the Coptic Church?" "What are the most popular foods?" "What type of clothes do most Ethiopians wear?" "Is there a generation gap in Africa?"

Mulu fields the questions adroitly. He discusses the Coptic Bible, pointing out that it is written in Geez, the official language of the church.

The food? He talks as he commences to cook some. *Injera* is a lot like pizza dough. *Wat* is like beef stew and is eaten by dipping the *injera* and rolling it in the *wat*. The class listens and watches intently as he prepares a typical Ethiopian meal. Food and teenagers—a sure-fire combination. "Right on," their expressions say.

Mulu apologizes for not being in his *igetebab*, a long white shirt and trousers. Motioning toward the swirling snowfall outside the windows, he points out that the Michigan weather is a bit too chilly for Ethiopian dress.

From clothes, the class discussion shifts to climate. Ethiopia's proximity to the Equator, he begins, not only governs the style of dress, but also the measurement of time. In Ethiopia, 7 a.m. is really 1 a.m. Time follows the sun. Sunset at 6 p.m. is really 12 midnight. Seven p.m. starts the

whole cycle over until the following morning. Everyone in class checks what it is in Ethiopia.

The Ethiopian calendar is discussed. Students are surprised to learn that the month has 30 days. A 13th month, *gume*, takes up the slack between August and September when the New Year is celebrated.

So Mulu's day goes. Only occasionally does he get a chance to relax in the teachers' lounge and have a cup of coffee in this relaxing atmosphere a teacher sidles up to him, strike up a conversation, and he is seen pulling out his datebook to block out another appointment.

Mulu's daytime contacts with school personnel often extended into the evenings, on the average of two to three hours a week. Parent-teacher groups, especially provocative programs, welcome him. Knots of people crowd around Mulu to learn about the program. They continue to question him about every facet of life in a country that, until now, was a blur. Only the metallic rattling of keys by a custodian closes the activity in the multi-purpose room. But even in the parking lot, Mulu keeps answering questions. Reluctantly.

Wayne County, Michigan

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ETHIOPIA

Wayne County, Michigan

the parents let him slip away, back to his Detroit apartment to prepare for another day of transforming strangers into friends.

The impact of Mulu's peripatetic presence in Wayne County was clearly discernible.

—We are so happy we were able to videotape Mr. Eteffa's remarks. We will be using them as we consider rewriting our social studies syllabus. (Riverview's elementary principal Haywood)

—I'm writing a letter today to the Intermediate District Board in the hopes that the Foreign Curriculum Consultant service to our district will be continued on a permanent basis. (Superintendent Fort of the Inkster School District)

—We had Mulu out for a Kiwanis meeting the other night. The members kept him answering questions for over an hour. No one left during the program. You know how he impressed us when our gang stays for the whole program. (Board president Cari Morris)

—Our Saturday program at the Children's Museum in Detroit was a huge success and your Mr. Eteffa did a wonderful job of informing everyone about Africa. He was superb.

“Mr. Mulugeta Eteffa only scratched the surface, when one considers the overwhelming size of a metropolitan area such as Detroit and Wayne County,” said Mr. Wall, “but it's safe to say that in his brief 9-months' tour of duty he has worked with more teachers and administrators, talked with more teachers and administrators, talked with more students, appeared before more PTA's and eaten more cold mashed potatoes at civic clubs than most educators do in a 3-year period.”

YUGOSLAVIA

When Nikola Koljevic first came to the United States in September 1970, he set out to see if America was as he thought it would be. His first excursion, to New York City's Central Park, gave him quite a surprise. He heard, then saw, a Yugoslav folk dance. Perhaps Americans knew all about his native Yugoslavia. Nine months later he looked back on the incident with amusement. During the interim he had made substantial contributions to American knowledge and study of Yugoslavia and East Europe.

Those contributions varied from the translation of a Yugoslav play, which won honors for the Hope College theater department, to teaching a class in Yugoslav literature, lecturing, and advising the GLCA's schools on Yugoslavia and their area studies programs; for Dr. Koljevic, assistant professor of English and comparative literature on the faculty of philosophy at the University of Sarajevo, Yugoslavia, spent the 1970-71 academic year as curriculum consultant in Yugoslav and East European studies to the Great Lakes Colleges Association (GLCA).

A New Dimension A Nice European Touch

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The GLCA is a confederation of 12 small, midwestern, liberal arts colleges—Hope, Albion, and Kalamazoo in Michigan; DePauw, Earlham, and Wabash in Indiana; and Antioch, Denison, Kenyon, Oberlin, Ohio Wesleyan, and Wooster in Ohio. The member institutions cooperate in their foreign study and some other academic programs as earnestly as they compete in athletics. Dr. Koljevic, his wife, and their two sons lived in Holland, Mich., home of Hope College, and GLCA's link to Yugoslavia.

Paul Fried, director of international education and chairman of the history department at Hope, identified three major contributions Dr. Koljevic could make to Hope and the GLCA: "First, a school could add a course and have him teach it. Second, he could enrich existing courses in almost any field by adding a new dimension to them. Third, he could add to the international climate of the campus."

Fried considers the third as important as direct contributions to the curriculum, because "more learning takes place outside the classroom" than in it. The consultant, says Fried, can work in extracurric-

ular activities and simply engage in conversation with students, a fundamental value highly. "It affects everybody—the chemistry student who never takes an advanced literature course."

Dr. Koljevic taught a course in the English department entitled "Yugoslav Literature in Translation." "Dr. Koljevic's presence at Hope," said John Holman, chairman of the English department, "gives our students an unusual opportunity to gain insights into a phase of European literature few of us knew anything about."

Relatively little Yugoslav literature has been translated into English. The collection of short stories Dr. Koljevic used for the course is *Short Stories*, translated for the University Press by Dr. Koljevic's former student, Sevetozar, while he was a visiting professor at Indiana University in 1963.

"Beyond the literature," says Fried, "Dr. Koljevic brought a new perspective to our department—the native Yugoslav who can provide

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Contributions varied from the Yugoslav play, which won a Hope College theater department a class in Yugoslav history, and advising the students on Yugoslavia and their programs; for Dr. Koljevic, director of English and comparative literature on the faculty of philosophy of Sarajevo, Yugoslavia, the academic year as curriculum in Yugoslav and Eastern European studies to the Great Lakes Colleges Association (GLCA).

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Great Lakes Colleges Association

YUGOSLAVIA

into his country's history and culture. He brought, too, his own background—Yugoslav higher education and a year in England—to the course, and therefore the perspectives of Yugoslav and English scholarship. Since his field is English literature, he was able to teach his course with an awareness of what American students have read."

Dr. Koljevic also spent a great deal of time in the enrichment of existing courses and programs. He traveled to each of the 11 other GLCA schools at least once for periods ranging from 3 days to a week. At each school, he reviewed the library's holdings in Balkan Area studies, met with faculty members who were planning to be in Yugoslavia during the coming summer (under another program supported by the Office of Education), and spoke to innumerable classes in disciplines ranging from political science and economics to literature and the Serbo-Croatian language.

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Dr. Koljevic's program at other GLCA schools was arranged by Mrs. Donald Scarlett, manager of the Hope College office of international education, with the wholehearted backing of Irwin Abrams, coordinator of international programs for the GLCA and professor of history at Antioch College. Abrams, who has directed American-Yugoslav seminars for the GLCA since 1965, teaches a course on 20th-century Yugoslavia at Antioch College. During his visit to that school Dr. Koljevic lectured on Yugoslav literature and discussed materials and methods used in the teaching of Serbo-Croatian language courses offered at Hope, Antioch, and Oberlin.

Each time he lectured, Dr. Koljevic related his country's contributions to, or experience in, the subject being discussed. At Wooster he spoke to an "Artist in Literature" class and was able to cite a large body of Yugoslav literature dealing with craftsmen and artists. At DePauw, he and students who had been to Yugoslavia provided new insights for an issue-oriented class on minority groups, since Yugoslavia, too, is the home of numerous nationalities and religions. A class in urban development at Wabash College invited him, along with faculty members who had attended the GLCA summer seminar in Yugoslavia in 1970, to discuss modernization and urban problems in Yugoslavia where, says Dr. Koljevic, "Urban growth

is planned and we don't yet know the major decisions America is making."

During the fall term Dr. Koljevic spent many hours with Michael Petrov, a Hope College history faculty member, developing a comprehensive proposal for the exchange of GLCA members and Sarajevo students. Petrov, who has a leading role in Balkan studies in the GLCA, went to Yugoslavia in the spring of 1971 to conduct research for his doctoral dissertation. Dr. Koljevic helped with preparation of parts of the proposal he had developed. It is expected that joint activity will lead to the formation of an American summer seminar at the University of Sarajevo.

"The U.S. Government can play an important role," says Dr. Koljevic, "in getting people of common interest from different countries together. I hope that Hope College and Dr. Koljevic can help keep the relationship going. It is my hope that the summer program at Sarajevo will be considered an expanded exchange."

country's history and culture. He too, his own background—Yugoslav education and a year in England on the course, and therefore the choice of Yugoslav and English scholarship. Since his field is English literature, he is able to teach his course with an understanding of what American students have

Koljevic also spent a great deal of time on the enrichment of existing courses and programs. He traveled to each of the GLCA schools at least once for a period ranging from 3 days to a week. At each school, he reviewed the library's collection on Balkan Area studies, met with faculty members who were planning to be in Yugoslavia during the coming summer (through a summer program supported by the U.S. Office of Education), and spoke to individual students in classes in disciplines ranging from political science and economics to English and the Serbo-Croatian language.

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During the fall term Dr. Koljevic spent many hours with Michael Petrovich of the Hope College history faculty in developing a comprehensive proposal for the expansion of the exchange program between GLCA members and Sarajevo and Yugoslavia universities. Petrovich, who teaches courses on Eastern Europe at Hope and has a leading role in Balkan Area studies in the GLCA, went to Yugoslavia during the spring of 1971 to complete research for his doctoral dissertation. Concurrently, he helped with preparations to implement parts of the proposal he and Dr. Koljevic had developed. It is expected that their joint activity will lead to the establishment of an American summer study program at the University of Sarajevo in the near future.

"The U.S. Government has played an important role," says Dr. Koljevic, "in getting people of common interests from different countries together." Both Hope College and Dr. Koljevic expect to keep the relationship going. In addition to the summer program at Sarajevo, Hope is considering an expanded Balkan Area

studies program and a continuing faculty exchange program with the University of Sarajevo.

The GLCA summer faculty seminar in Yugoslavia last year, supported by the Office of Education, set the groundwork for one of Dr. Koljevic's largest contributions to Hope's extracurricular activities this year. Two of the participants in the seminar were theater department faculty members, Donald Finn and John Tammi. A third Hope faculty member, Harrison Ryker of the music department, brought back original musical scores which were played by the Hope Symphonette this year.

While in Yugoslavia, Finn and Tammi obtained the prize-winning play *Hallelujah*, part of a trilogy of plays by Djordje Lebovich with settings before, during, and after World War II in Yugoslavia. Shortly after his arrival at Hope last fall, and before his travel schedule and teaching duties began, Dr. Koljevic translated the play into English. He had met Finn and Tammi in Yugoslavia last summer. His contributions to the Hope College production of *Hallelujah* didn't end with the translation, though. He helped director Tammi throughout the production. It gave Dr. Koljevic extensive opportunity to talk and work with American students. "I found them great to work with —open to a completely new type of human experience."

"Dr. Koljevic's stay at Hope," says Finn, "has added a new dimension to our theater department—a nice European touch. His work on the play made it a great educational experience, in a European context, for our students."

The play opened in October 1970 while the GLCA Yugoslav seminar was meeting on the Hope College campus, and was presented seven times. *Hallelujah* was also one of six plays from colleges and universities in Ohio, Michigan, and Indiana to be presented at the American College Theater Festival at Ohio University in Athens, Ohio, in January 1971. Dr. Koljevic accompanied the company and Hope faculty members to Athens.

Dr. Koljevic hopes to translate *Revelation*, another in the Lebovich trilogy, which deals with the beginning of the war when the Germans come into a small Serbian village. He also plans to publish *Revelation* and *Hallelujah* together.

Finn and Tammi worked with Dr. Koljevic on two films they shot in Yugoslavia in the summer of 1970. One film, *Revelation*, is being prepared for the Yugoslav film festival. The other film, *Revelation*, is a committee of the GLCA, for distribution to each GLCA member school, if a grant can be obtained by the committee. Dr. Koljevic planned the script and narration for the film.

The second film is a personal project of Dr. Koljevic, directed by Tammi and Finn. They met two prominent Yugoslav artists last summer: the painter and sculptor Jovan Soldatovich and the film director and cameraman Bosko Petrovich—and spent about 8 hours of recorded conversation with the artists. (Soldatovich had just completed a show at the Rodin in Paris, and Petrovich had just written a book on the life of Picasso on tapestry.) The film is a personal deal with the artists at work. Plans are being made for Dr. Koljevic to provide the basic script and narration for the film, and for the artists to turn to Yugoslavia in June 1971 to film the artists live and work in studios in a converted old fortress near the Danube, about 100 miles from the main part of the city of Novi Sad.

In addition to his work with the theater department, Dr. Koljevic spent his time in conversation with people wherever he went. As Finn put it, "It was too short, but a delightful one."

Great Lakes
Colleges Association

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In addition to his work with the theater department, Dr. Koljevic spent much of his time in conversation with students wherever he went. As Finn put it, "His visit was too short, but a delightful one, I think,

in and a continuing faculty program with the University of Michigan. A summer faculty seminar in the same year, supported by the GLCA, set the groundwork for Koljevic's largest contributions. His extracurricular activities included the participants in the theater department faculty seminar. Dr. Finn and John Tammi, a faculty member, Harrison music department, brought musical scores which were used by the Hope Symphonette this year. In Yugoslavia, Finn and Tammi produced a prize-winning play *Hallelujah*, a study of plays by Djordje Lebovich, a Yugoslav author, before, during, and after the war in Yugoslavia. Shortly after his return to Hope last fall, and before his research and teaching duties began, Dr. Koljevic translated the play into English for Dr. Finn and Tammi in Yugoslavia. His contributions to the stage production of *Hallelujah* were in the translation, though. He worked with Dr. Tammi throughout the production. Dr. Koljevic extensive opportunities to talk and work with American students found them great to work with and a completely new type of human experience."

YUGOSLAVIA

Great Lakes
Colleges Association

for both him and us. He's a first-rate scholar, as well as a warm human being—alive and vibrant."

In all his contacts with Americans—students and faculty members, in classes and outside—Dr. Koljevic "tried to relate Yugoslav culture to the American background." But the 35-year-old professor also noted, "There are significant differences, too. Yugoslavia is a new, socialistic country, but it has a long past and its people have a sense of history. Americans just don't want to deal with the past. They say 'back in the fifties and sixties' as though the past isn't a part of the present."

The reaction from Hope and the GLCA schools indicates that Dr. Koljevic did an excellent job of overcoming and explaining the differences.

Dr. Koljevic and his family left Michigan in June 1971, returning to the University of Sarajevo with a vast store of new contributions to make to his comparative literature courses and to the school's fledgling American studies program. His wife, Milica, resumed her work as a secondary school teacher of history and Serbo-Croatian, with hopes of encouraging the development of a Yugoslav version of America's popular children's television show, Sesame Street.

LIBERIA

Her attire colorful, her smile warm, her dignity and poise never failing to impress, personable, knowledgeable, gracious, and bright, Madia Elbertha Garnett-Knott of Liberia changed many conceptions of modern Africa. She spent 9 months in New Haven, Conn., as a curriculum consultant to the city's public school system, working with both teachers and students in all grade levels. Her husband Arnold, music department chairman in the same Liberian high school where she heads African studies, shared the entirety of her experience in New England, assuming a considerable range of activity relating to his wife's work. And together they were, in the words of Albert A. Seretny, supervisor of social studies in the New Haven public school system, "the best thing that ever hit this town."

Seretny's appraisal seems well-founded, even though the full impact of the Knotts' work may not be observable for some time. Curriculum reform is not an easy process. Change takes time and requires focus as desired redirection is effected. In less than a year, the Knotts helped define that focus for New Haven public schools.

New Haven's schools had offered programs dealing with aspects of black culture or history for many years, but the quality

The Best Thing That Ever Hit This Town

of the offerings was questioned for about as long as they existed. Seretny, who became supervisor of social studies a few years ago, had always been particularly concerned with the "haphazard" treatment of black studies in the existing curriculum. "Up until the time the Knotts arrived," he says, "our black studies program was worthless; it was a spur-of-the-moment patchwork quilt."

Richard Mastain, coordinator of much of the Knotts' program and director of the Educational Improvement Center—a private nonprofit corporation designed to serve as a consortium for the New Haven public school system—also voiced criticism of what he termed "the superficial approach" of many of the black studies programs throughout the country.

The Office of Education's Foreign Curriculum Consultant Program gave educators in New Haven a promising means of correcting deficiencies within their own program. "As a school develops its curriculum about Africa, it is important to have firsthand information," commented Mastain. "It is also vital to establish communications with one or more African countries to foster exchanges of people and educational materials," he said, concluding that "the Fulbright-Hays legisla-

tion offered the perfect opportunity to achieve these ends."

Hopeful expectations among administrators and teachers accented the Knotts' arrival in New Haven. Arnold's appearance proved to be a plus for the school system. Indeed, as well as many other people, sensed that "New Haven got two people at the price of one." Arnold joked about the reason for joining his wife on this assignment. "In Liberia, a wife can't leave the country without her husband's signature on the passport, so there really wasn't any question whether I'd be coming or not."

The demanding schedule determined by Mrs. Knott left room for displaying her learning and talents her husband offered, and enthusiastically did. Visits to planned to classrooms; seminars and workshops with teachers were arranged. Meetings with the PTA were set up; a display of African art forms. Time was put aside for weekly visits to local schools as well as for frequent appearances at seminars at local State and especially Southern Connecticut Teachers College.

Madia realized from the start that her first objective would be to put an end to American misconceptions about

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Hopeful expectations among both administrators and teachers accompanied the Knotts' arrival in New Haven, and Arnold's appearance proved to be a bonus for the school system. Indeed, Mastain, as well as many other people, soon realized that "New Haven got two people for the price of one." Arnold joked about the reason for joining his wife on this mission: "In Liberia, a wife can't leave the country without her husband's signature on her passport, so there really wasn't any question whether I'd be coming or not."

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LIBERIA

Mr. Arnold Knott (standing, right) describes a picture of Liberian children to a group of New Haven elementary school children. The slides are part of a collection of factual material at

the Resource Center that Mr. and Mrs. Knott (left) organized. Material is available to both students and teachers.

Africa. "I knew I was supposed to motivate interest and pride in the cultural background of the black people," she says, "but when we first came, we found that both students and teachers knew nothing about black culture. For one month, we had to tell everybody that Africa was not a country, but a continent. Black people as well as white people think Africa is still in the 16th century."

Mr. Knott joyfully recalled the youngster who asked him if he had to kill a lion to get a wife. "When we first went into the classroom," adds Mrs. Knott, "children—both white and black—didn't know what to expect; all they knew is that 'Africans' were coming. 'Are there policemen in Africa?' one would ask, and another would say 'Are there cars?'"

The Knotts felt particularly close to New Haven and were surprised that few people they encountered in classrooms or at teachers' meetings were aware of the historical links between Liberia and the visitors' host community. "The majority of black people here knew little about their tie to Liberia—which should have been a source of pride," Madia observed. "Citizens of New Haven played major roles in the settling of both Liberia and Sierra Leone."

As part of the effort to replace misconceptions with facts, the Knotts created a resource center on Africa. Located in one



Photography by Re

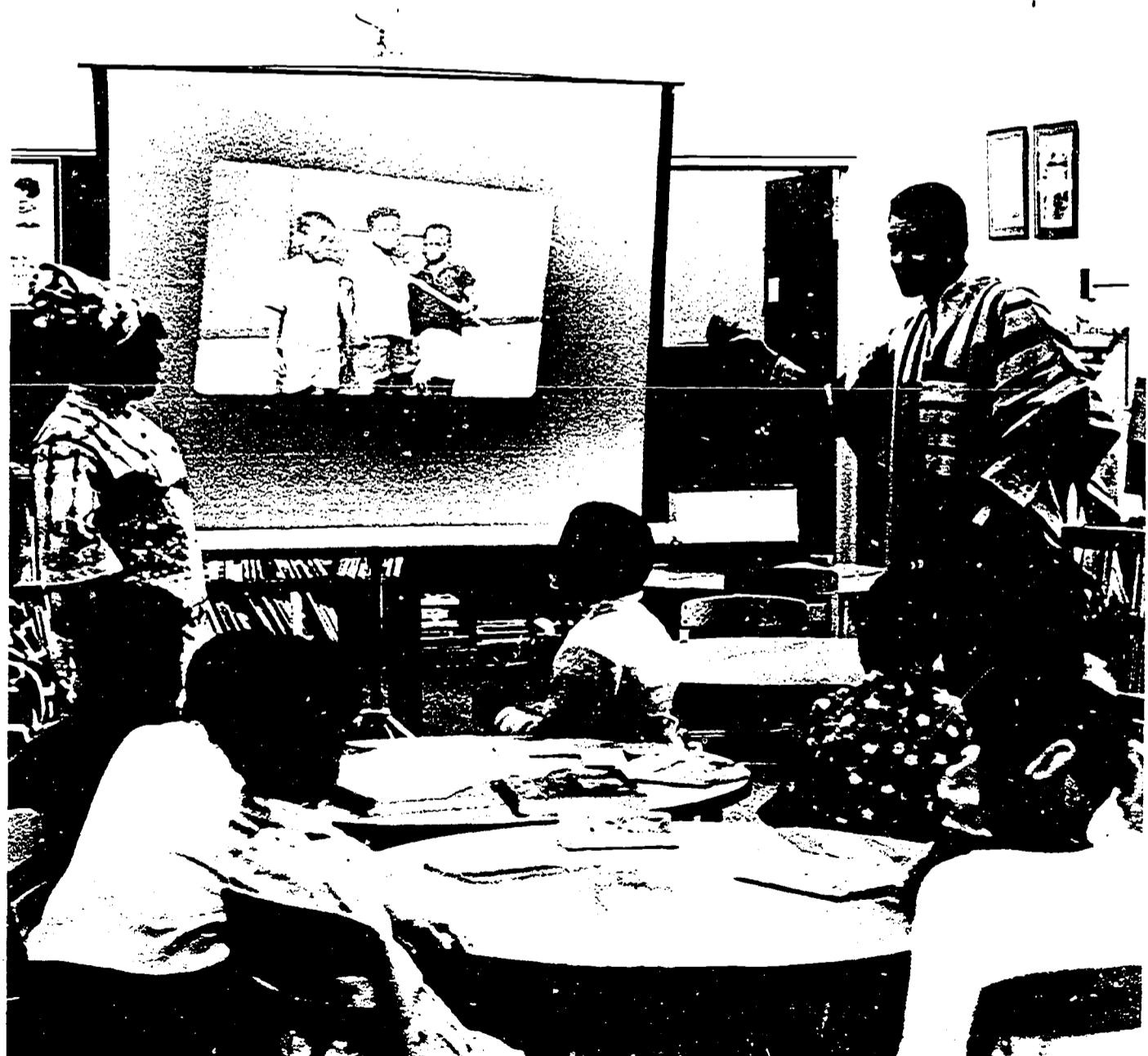
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Knott joyfully recalled the young boy who asked him if he had to kill a lion to get it. "When we first went into the schools," adds Mrs. Knott, "children—black and white—didn't know what all they knew is that 'Africans' are savages. 'Are there policemen in Africa?' one would ask, and another would ask, 'Are there cars?'"

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Photography by Reginald A. Krasney

of New Haven's elementary schools, West Hill, the center became a repository, drawn upon by teachers and students, of fresh, accurate materials about Africa, including books, posters, recordings, musical instruments, and artifacts. The center will provide tangible and lasting testimony to the Knotts' work in New Haven; less visible but more important will be the revised curriculum which has begun to emerge in the schools.

Sharing the view of other educators, Mrs. Knott asserts that black studies, to be taught effectively, must not be offered as a separate subject divorced from the rest of the curriculum. This approach, in her opinion, only encourages superficiality and emphasizes the novelty of the subject matter instead of its comparisons and contrasts with other cultures. "Black studies must be integrated into the curriculum; it belongs there," said Mrs. Knott, pointing to a successful program she had observed in suburban Branford, Conn., where black studies is taught as a regular part of the curriculum.

Also important in the development of a successful curriculum is the consideration of black studies as an interdisciplinary cultural subject. "Cultural studies is the only approach to social studies," says Seretny. Arnold concurred: "It's impossible to teach about Africa without considering music." "You can't understand African culture without studying art and music; they're

part of everyday life," added Madia.

Important changes in curriculums will require new textbooks. "Current textbooks dwell mostly on the ancient, not contemporary, Africa," she commented. "There is a disturbing overemphasis on African geography, which results in an underemphasis on African people."

"Liberia is one of the world's greatest producers of rubber, as well as a producer of high-quality steel," Arnold added, "but American textbooks don't reflect the importance of Liberia to many areas of American industry."

"The fault lies with the African countries as much as with America for the perpetuation of this old Africa image," Maida injected. "African countries have been free long enough now to have changed their image by encouraging a vigorous flow of accurate depictions of themselves, but we haven't been quick to do so."

Curriculum reform requires commitment to change among teachers. The Knotts made their greatest impact by helping to generate this commitment, as illustrated by a 6th-grade teacher in a predominantly black elementary school: "Before, we were ashamed about our past, but now we are trying to reassert our heritage in a constructive way. Yet until you, yourself—as a teacher—are straightened out about Africa, it's difficult to be convincing to your students. By working with the Knotts

this year, I've had many of my notions about Africa cleared up."

This particular teacher volunteered weekly meetings with Maida and other teachers in her school to express purpose of revising curriculum outlines. At these meetings, the teachers suggested significant changes in assignments and recommended alterations in topical emphasis. Impressed by the merits of the new approaches, the teachers eagerly supported the suggested changes. Commented the same teacher: "I was convinced of the necessity for changing our curriculum first and then understanding the historical approach in considering a particular African culture."

A sharper desire among teachers to learn about Liberia furnished additional evidence of the immense personal impact the Knotts had among their colleagues. Maida concluded that Madia's and Arnold's "desire to contribute" came from their personal relationships with Americans. The teachers wanted to tell Americans about the need to live in Africa to really understand it. The Knotts' influence on New Haven teachers carefully planned a trip to Liberia for the coming summer, financed through a combination of private support and public funds, augmented by the personal contributions of parents.

The Knotts' influence on New Haven teachers was matched by their influence on students of all ages. "Be-

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this year, I've had many of my misconceptions about Africa cleared up."

This particular teacher voluntarily attended weekly meetings with the Knotts and other teachers in her school for the express purpose of revising current course outlines. At these meetings, the Knotts suggested significant changes in reading assignments and recommended specific alterations in topical emphasis. As relative merits of the new approaches were debated, the teachers eagerly sought the Knotts' viewpoints, which had their effect. Commented the same teacher: "Now I'm convinced of the necessity for breaking stereotypes first and then undertaking a historical approach in considering a particular African culture."

A sharper desire among teachers to visit Liberia furnished additional evidence of the immense personal impact the Knotts had among their colleagues. Mastain concluded that Madia's and Arnold's "greatest contribution" came from their personal relationships with Americans. They "excited people about the need to live in another culture to really understand it." A group of New Haven teachers carefully planned a trip to Liberia for the coming summer, financed through a combination of grant support and public funds, augmented by the personal contributions of participants.

The Knotts' influence on New Haven teachers was matched by their popularity with students of all ages. "Because they

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have so much vitality and personality," comments Seretny, "they are able to get kids really participating in class. Their impact on students has been terrific. You couldn't get them out of some schools." A 6th-grade teacher reports that a 12-year-old girl "came alive" for the first time ever during a class the Knotts conducted. "She was so excited—couldn't stop asking them questions."

Student response to the Knotts' appearances took other forms as well. At Lee High School, a group of students asked the Knotts to help organize an African cultural club, and that club became an active and thriving extracurricular organization. At the Shiloh Baptist Church, the combined enthusiasm of chorus singers and Mr. Knott led to the birth of an African choir.

But in the final analysis, Madia and Arnold Knott left more to New Haven than their visible achievement, numerous as these may be. "The Knotts have provided a catalyst for change," according to Mastain. "They are well known in town and through them we developed contacts in Liberia." So the value of the Knotts did not end when they left New Haven in June 1971. "The human qualities which Madia and Arnold so richly exemplify will leave a lasting impression on all the people who have had the opportunity to know them," Mastain remarked. "Liberia will no longer be a country somewhere in Africa, but rather the home of the Knotts."

Mrs. Madia Knott (front-left) and husband Arnold (middle-right). Mrs. Knott and her husband at a meeting with 6th-grade

teachers in a New Haven elementary school to discuss changes in the curriculum. These meetings were generally held once a week.



Photography by Re

Mrs. Madia Knott (front-left) and husband Arnold (middle-right). Mrs. Knott and her husband at a meeting with 6th-grade

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Appendix A

Number of foreign curriculum
consultants and amount of OE
financial assistance, by country of origin:
Fiscal years 1964-70

| Country of origin | Number of grants | Total financial assistance |
|--------------------------------|------------------|----------------------------|
| Ethiopia | 1 | \$ 12,052 |
| Ivory Coast | 1 | 10,953 |
| Kenya | 1 | 12,385 |
| Liberia | 1 | 11,373 |
| Nigeria | 10 | 127,028 |
| Sierre Leone | 2 | 20,119 |
| Uganda | 1 | 13,481 |
| Upper Volta | 1 | 13,845 |
| Zambia | 1 | 12,355 |
| Total Africa | 19 | \$ 233,591 |
| Bolivia | 6 | 67,985 |
| Brazil | 1 | 10,445 |
| Chile | 8 | 95,841 |
| Colombia | 14 | 161,720 |
| Costa Rica | 2 | 20,570 |
| Mexico | 9 | 98,957 |
| Peru | 3 | 33,465 |
| Trinidad & Tobago | 1 | 9,857 |
| Uruguay | 2 | 25,870 |
| Total American Republics | 46 | \$ 524,710 |
| Indonesia | 2 | 22,037 |
| Japan | 12 | 146,165 |
| Republic of China | 4 | 51,067 |
| Thailand | 3 | 35,624 |
| Total East Asia | 21 | \$ 254,893 |
| Czechoslovakia | 2 | 22,262 |
| Denmark | 1 | 13,410 |
| Finland | 1 | 8,926 |
| France | 21 | 224,099 |
| Germany | 4 | 48,742 |
| Spain | 2 | 24,455 |
| Yugoslavia | 3 | 34,712 |
| Total Europe | 34 | \$ 376,606 |
| India | 16 | 202,187 |
| Jordan | 2 | 25,072 |
| United Arab Republic | 3 | 39,315 |
| Total Near East and South Asia | 21 | \$ 266,575 |
| GRAND TOTAL | 141 | \$1,656,375 |

Appendix

Number of foreign cur-
consultants and amount
financial assistance, by recipien-
Fiscal years

| State | Number of awards per state |
|----------------------|----------------------------|
| Alabama | — |
| Alaska | 1 |
| Arizona | — |
| Arkansas | — |
| California | 2 |
| Colorado | 6 |
| Connecticut | 3 |
| Delaware | 2 |
| District of Columbia | 2 |
| Florida | — |
| Georgia | 2 |
| Hawaii | 1 |
| Idaho | — |
| Illinois | 1 |
| Indiana | 4 |
| Iowa | 1 |
| Kansas | 1 |
| Kentucky | 3 |
| Louisiana | 3 |
| Maine | — |
| Maryland | 2 |
| Massachusetts | 2 |
| Michigan | 11 |
| Minnesota | 4 |
| Mississippi | — |
| Missouri | 2 |
| Montana | 4 |
| Nebraska | 1 |
| Nevada | — |
| New Hampshire | 3 |
| New Jersey | 1 |
| New Mexico | 1 |
| New York | 17 |
| North Carolina | 3 |
| North Dakota | — |
| Ohio | 6 |
| Oklahoma | 2 |
| Oregon | 4 |
| Pennsylvania | 12 |
| Rhode Island | — |
| South Carolina | — |
| South Dakota | — |
| Tennessee | 6 |
| Texas | 6 |
| Utah | 2 |
| Vermont | 1 |
| Virginia | 6 |
| Washington | 6 |
| West Virginia | 4 |
| Wisconsin | 3 |
| Wyoming | — |
| TOTAL | 141 |

Appendix A

Number of foreign curriculum consultants and amount of OE financial assistance, by country of origin:
Fiscal years 1964-70

| Country of origin | Number of grants | Total financial assistance |
|--------------------------------|------------------|----------------------------|
| Ethiopia | 1 | \$ 12,052 |
| Ivory Coast | 1 | 10,953 |
| Kenya | 1 | 12,385 |
| Liberia | 1 | 11,373 |
| Nigeria | 10 | 127,028 |
| Sierre Leone | 2 | 20,119 |
| Uganda | 1 | 13,481 |
| Upper Volta | 1 | 13,845 |
| Zambia | 1 | 12,355 |
| Total Africa | 19 | \$ 233,591 |
| Bolivia | 6 | 67,985 |
| Brazil | 1 | 10,445 |
| Chile | 8 | 95,841 |
| Colombia | 14 | 161,720 |
| Costa Rica | 2 | 20,570 |
| Mexico | 9 | 98,957 |
| Peru | 3 | 33,465 |
| Trinidad & Tobago | 1 | 9,857 |
| Uruguay | 2 | 25,870 |
| Total American Republics | 46 | \$ 524,710 |
| Indonesia | 2 | 22,037 |
| Japan | 12 | 146,165 |
| Republic of China | 4 | 51,067 |
| Thailand | 3 | 35,624 |
| Total East Asia | 21 | \$ 254,893 |
| Czechoslovakia | 2 | 22,262 |
| Denmark | 1 | 13,410 |
| Finland | 1 | 8,926 |
| France | 21 | 224,099 |
| Germany | 4 | 48,742 |
| Spain | 2 | 24,455 |
| Yugoslavia | 3 | 34,712 |
| Total Europe | 34 | \$ 376,606 |
| India | 16 | 202,187 |
| Jordan | 2 | 25,072 |
| United Arab Republic | 3 | 39,316 |
| Total Near East and South Asia | 21 | \$ 266,575 |
| GRAND TOTAL | 141 | \$1,656,375 |

Appendix B

Number of foreign curriculum consultants and amount of OE financial assistance, by recipient State:
Fiscal years 1964-70

| State | Number of awards per state | Total financial assistance |
|----------------------|----------------------------|----------------------------|
| Alabama | — | \$ — |
| Alaska | 1 | 10,790 |
| Arizona | — | — |
| Arkansas | — | — |
| California | 2 | 23,713 |
| Colorado | 6 | 71,764 |
| Connecticut | 3 | 39,625 |
| Delaware | 2 | 21,970 |
| District of Columbia | 2 | 25,223 |
| Florida | — | — |
| Georgia | 2 | 19,510 |
| Hawaii | 1 | 12,146 |
| Idaho | — | — |
| Illinois | 1 | 12,330 |
| Indiana | 4 | 45,240 |
| Iowa | 1 | 11,241 |
| Kansas | 1 | 11,956 |
| Kentucky | 3 | 37,240 |
| Louisiana | 3 | 34,925 |
| Maine | — | — |
| Maryland | 2 | 23,131 |
| Massachusetts | 2 | 19,487 |
| Michigan | 11 | 130,820 |
| Minnesota | 4 | 50,141 |
| Mississippi | — | — |
| Missouri | 2 | 25,636 |
| Montana | 4 | 45,711 |
| Nebraska | 1 | 12,860 |
| Nevada | — | — |
| New Hampshire | 3 | 36,591 |
| New Jersey | 1 | 13,081 |
| New Mexico | 1 | 13,570 |
| New York | 17 | 198,464 |
| North Carolina | 3 | 34,340 |
| North Dakota | — | — |
| Ohio | 6 | 74,056 |
| Oklahoma | 2 | 24,955 |
| Oregon | 4 | 52,241 |
| Pennsylvania | 12 | 139,331 |
| Rhode Island | — | — |
| South Carolina | — | — |
| South Dakota | — | — |
| Tennessee | 6 | 70,020 |
| Texas | 6 | 61,193 |
| Utah | 2 | 24,685 |
| Vermont | 1 | 11,035 |
| Virginia | 6 | 72,366 |
| Washington | 6 | 68,650 |
| West Virginia | 4 | 44,657 |
| Wisconsin | 3 | 31,681 |
| Wyoming | — | — |
| TOTAL | 141 | \$1,656,375 |

Appendix C

Sponsoring institutions, by State, with foreign curriculum consultant, country of origin, and academic year as of May 31, 1971

| State | Sponsoring institution | Consultant | Country of origin | Academic year |
|----------------------|---|------------------------------|-------------------|---------------|
| Alaska | 1. SDE, Juneau | PALACIOS, Dr. Fernando | Mexico | 1967-68 |
| California | 1. San Bernardino County Schools | IMAM, Mr. Asani A. | Nigeria | 1970-71 |
| | 2. Univ. of Calif., L.A. | SARA, Mr. Milan | Czechoslovakia | 1969-70 |
| Colorado | 1. SDE, Denver | AMEZQUITA, Miss Leonor | Colombia | 1964-65 |
| | 2. SDE, Denver | WINTHER, Mr. Jens | Denmark | 1969-70 |
| | 3. Temple Buell College, Denver | YAJNIK, Mr. Kishorkant | India | 1967-68 |
| | 4. Temple Buell College | TAKAHASHI, Mr. Yoshiya | Japan | 1968-69 |
| | 5. Temple Buell College | YU, Mr. Kwang-chung | Republic of China | 1969-70 |
| | 6. Temple Buell College | YU, Mr. Kwang-chung | Republic of China | 1970-71 |
| Connecticut | 1. New Haven Board of Education | KNOTT, Mrs. Madia Garnett | Liberia | 1970-71 |
| | 2. Norwalk Public Schools | DURAISWAMY, | India | 1965-66 |
| | | Mr. Muthukrishnan | | |
| | 3. Norwalk Public Schools | MIYAUCHI, Mr. Takashi | Japan | 1969-70 |
| Delaware | 1. SDE, Dover | NAVARRO, Mr. Hernan | Colombia | 1966-67 |
| | 2. Univ. of Delaware, Dover | VINCENT, Mr. Andre | France | 1967-68 |
| District of Columbia | 1. D.C. Public Schools | WICHAGONRAKUL, Miss Parnsri | Thailand | 1965-66 |
| | 2. The Catholic Univ. of America | GARCIA-HOZ, Dr. Victor | Spain | 1967-68 |
| Georgia | 1. SDE, Atlanta | HERRERA, Miss Nidia | Costa Rica | 1964-65 |
| | 2. West Georgia College, Carrollton | BARBERO, Miss Livia | Bolivia | 1967-68 |
| Hawaii | 1. Univ. of Hawaii, Honolulu | KANAYAMA, Mr. Nobuo | Japan | 1969-70 |
| Illinois | 1. Monmouth College | SHINODA, Mr. Tokihiko | Japan | 1967-68 |
| Indiana | 1. Anderson College, Anderson | KOCH, Dr. Roberto | Peru | 1969-70 |
| | 2. Anderson College | AKIYAMA, Mr. Heigo | Japan | 1970-71 |
| | 3. School City of Gary | SINGH, Dr. Ram Karan | India | 1965-66 |
| | 4. Vincennes University, Vincennes | MANCEAU, Mr. Nicolas | France | 1970-71 |
| Iowa | 1. Luther College, Decorah | VIVANCO, Mr. Hugo | Chile | 1970-71 |
| Kansas | 1. Kansas State Univ., Manhattan | KRISHNAMURTI, Dr. Bhadriraju | India | 1969-70 |
| Kentucky | 1. Jefferson County Public Schools, Louisville | ARANIBAR, Mr. Oscar | Bolivia | 1966-67 |
| | 2. Jefferson County Publ. Schools | ARANIBAR, Mr. Oscar | Bolivia | 1967-68 |
| | 3. Georgetown College, Georgetown | ADEGBITE, Dr. Joseph A. | Nigeria | 1967-68 |
| Louisiana | 1. Louisiana Polytechnic Institute, Ruston | RUCINQUE, Mr. Hector | Colombia | 1967-68 |
| | 2. Louisiana Polytechnic Institute | RUCINQUE, Mr. Hector | Colombia | 1968-69 |
| | 3. SDE, Baton Rouge | MALLET, Miss Yvette | France | 1965-66 |
| Maryland | 1. Baltimore City Public Schools | ESPITIA, Miss Yolanda | Colombia | 1964-65 |
| | 2. SDE, Baltimore | LERTORA, Mr. Luis H. | Peru | 1969-70 |
| Massachusetts | 1. Hampshire College, Amherst | SEEPERSAD, Mr. Kenrick | Trinidad & Tobago | 1970-71 |
| | 2. SDE, Boston | TESSIER, Miss Nicole | France | 1965-66 |
| Michigan | 1. Detroit Public Schools | TOVAR, Mr. Leon | Colombia | 1964-65 |
| | 2. Hope College, Holland | KOLJEVIC, Dr. Nikola | Yugoslavia | 1970-71 |
| | 3. SDPI, Lansing | NAVARRO, Miss Amparo | Spain | 1964-65 |
| | 4. SDPI, Lansing | HEUDIER, Miss Marie-Alice | France | 1966-67 |
| | 5. Suomi College, Hancock | JARVENRANTA, Mr. Mikko | Finland | 1970-71 |
| | 6. Wayne County Intermediate School District, Detroit | THIRTHA, Dr. N. Vedavyasa | India | 1967-68 |
| | 7. Wayne County Intermediate School District | OLUYEMI, Chief Thomas D. | Nigeria | 1968-69 |
| | 8. Wayne County Intermediate School District | KISOSONKOLE, Mrs. Pumla | Uganda | 1969-70 |
| | 9. Wayne County Intermediate School District | SINSIRI, Mr. Vichitr | Thailand | 1969-70 |
| | 10. Wayne County Intermediate School District | MULUGETA, Mr. Eteffa | Ethiopia | 1970-71 |
| | 11. U. of Mich., Ann Arbor | AGESTHIALINGOM, Dr. S. | India | 1969-70 |

NOTE: SDE — State Department of Education
SDPI — State Department of Public Instruction

Appendix C (Continued)

| State | Sponsoring institution | Consultant | Country of origin | Academic year |
|----------------|---|----------------------------|----------------------|---------------|
| Minnesota | 1. Augsburg College, Minneapolis | EDENER, Dr. Wilfried | Germany | 1967-68 |
| | 2. Minneapolis Public Schools | TAKEMURA, Mr. Kenichi | Japan | 1967-68 |
| | 3. Minneapolis Public Schools | MAYR, Mr. Eduard | Germany | 1970-71 |
| | 4. SDE, St. Paul | SALAZAR, Mr. Jorge | Chile | 1965-66 |
| Missouri | 1. Stephens College, Columbia | D'SOUZA, Mr. Anthony | India | 1967-68 |
| | 2. Washington Univ., St. Louis | SUTISNA, Mr. Oteng | Indonesia | 1969-70 |
| Montana | 1. Montana State U., Bozeman | CHANG, Mr. Frank F. K. | Republic of China | 1969-70 |
| | 2. Montana State Univ. | NAGAI, Mr. Jiro | Japan | 1970-71 |
| | 3. SDPI, Helena | GUZMAN, Mrs. G. Santos de | Bolivia | 1966-67 |
| | 4. SDPI, Helena | VEGA, Miss Ruth H. | Bolivia | 1967-68 |
| Nebraska | 1. SDE, Lincoln | ORTIZ, Mr. Severo | Colombia | 1966-67 |
| | 1. SDE, Concord | HICKEL, Mr. Raymond | France | 1964-65 |
| New Hampshire | 2. SDE, Concord | LAMBELIN, Miss Genevieve | France | 1967-68 |
| | 3. SDE, Concord | GAIND, Mr. Dwarka N. | India | 1969-70 |
| New Jersey | 1. Seton Hall University, South Orange | KANAYAMA, Mr. Katsuya | Japan | 1969-70 |
| | 1. SDE, Santa Fe | CESPEDES, Mr. Mario | Bolivia | 1965-66 |
| New York | 1. Board of Cooperative Educational Services II, Westchester County | HYDE, Mr. Jonathan | Sierra Leone | 1970-71 |
| | 2. Briarcliff College, Briarcliff Manor | ILBOUDO, Gilbert | Upper Volta | 1968-69 |
| | 3. Ramapo Central School District #2, Spring Valley | MONROY, Mr. Alfredo | Mexico | 1968-69 |
| | 4. Rochester City School District | AVILA, Mr. Ramiro | Chile | 1965-66 |
| | 5. Rochester City School District | YANG, Mr. Edward C. | Republic of China | 1968-69 |
| | 6. Rochester City School District | DAILY, Mr. Christophe | Ivory Coast | 1970-71 |
| | 7. SDE, Albany | KAPUR, Mr. Mahendra | India | 1964-65 |
| | 8. SDE, Albany | WASI, Mrs. Muriel | India | 1964-65 |
| | 9. SDE, Albany | IKADO, Mr. Fujio | Japan | 1965-66 |
| | 10. SDE, Albany | JACOB, Mrs. Ayesha | India | 1966-67 |
| | 11. SDE, Albany | JOHNSTON, Mrs. Rhoda O. | Nigeria | 1967-68 |
| | 12. SDE, Albany | BUKHALA, Mr. James | Kenya | 1968-69 |
| | 13. SDE, Albany | STANOJCIC, Dr. Zivojin S. | Yugoslavia | 1969-70 |
| | 14. SDE, Albany | TJOKROWIRONO, Miss Soekati | Indonesia | 1969-70 |
| | 15. SDE, Albany | OTHMAN, Mr. Ibrahim I. | Jordan | 1969-70 |
| | 16. SDE, Albany | LOLI, Miss Yolanda | Peru | 1970-71 |
| North Carolina | 17. Syracuse Public Schools | LAMOT, Mrs. G. | France | 1964-65 |
| | 1. SDPI, Raleigh | VUKOVIC, Mrs. Yvonne | France | 1964-65 |
| | 2. SDPI, Raleigh | LIRA, Mrs. Gabriela | Chile | 1967-68 |
| | 3. Univ. of North Carolina, Chapel Hill | MONTES, Mr. Ramiro | Mexico | 1967-68 |
| | | | | |
| Ohio | 1. Akron Public Schools | FLORES, Mr. Armando | Mexico | 1964-65 |
| | 2. Baldwin-Wallace College, Berea | RIZK, Dr. Hanna | United Arab Republic | 1967-68 |
| | 3. Baldwin-Wallace College | RIZK, Dr. Hanna | United Arab Republic | 1968-69 |
| | 4. Butler County Schools, Hamilton | VALAZZI, Mrs. Ivy | Chile | 1964-65 |
| | 5. Wittenberg University, Springfield | KOSEN, Mr. Ryoichiro | Japan | 1967-68 |
| Oklahoma | 6. Wittenberg University | DAJANI, Dr. Abdin M. | Jordan | 1969-70 |
| | 1. University of Oklahoma, Norman | ECHEVERRIA, Dr. Rafael | Colombia | 1966-67 |
| Oregon | 2. University of Oklahoma | ECHEVERRIA, Dr. Rafael | Colombia | 1967-68 |
| | 1. Oregon College of Education, Monmouth | AGUAYO, Mr. Isaias | Chile | 1967-68 |
| | 2. Salem Public Schools | RIVERA, Mr. Enrique | Mexico | 1966-67 |
| | 3. SDE, Salem | RICCI, Mr. Julio | Uruguay | 1964-65 |
| | 4. Portland State College | ABDOU, Mrs. Kamar H. | United Arab Republic | 1969-70 |

Appendix C (Continued)

| State | Sponsoring Institution | Consultant | Country of origin | Academic year |
|---------------|---|---------------------------------|-------------------|---------------|
| Pennsylvania | 1. Beaver County Public Schools | NWOKORIE, Dr. Iheanacho | Nigeria | 1966-67 |
| | 2. Bucks County Public Schools | YAJNIK, Dr. K. S. | India | 1970-71 |
| | 3. Dickinson College, Carlisle | PRASAD, Dr. Narmadeshwar | India | 1969-70 |
| | 4. East Stroudsburg State College | NWOKORIE, Dr. Iheanacho | Nigeria | 1967-68 |
| | 5. East Stroudsburg State College | INOMATA, Mr. Koichi | Japan | 1969-70 |
| | 6. Philadelphia Public Schools | ANTOINE, Miss Therese | France | 1965-66 |
| | 7. Regional Council for International Education, Pittsburgh | M'TIMKULU, Dr. Donald G.S. | Zambia | 1967-68 |
| | 8. Regional Council for International Education | BETANCUR, Mr. Jorge E. | Colombia | 1968-69 |
| | 9. Regional Council for International Education | MANDIC, Dr. Petar D. | Yugoslavia | 1969-70 |
| | 10. Regional Council for International Education | DABO, Mr. Sillaty | Sierra Leone | 1970-71 |
| Tennessee | 11. SDPI, Harrisburg | ALGAZI, Mr. Salomon | Uruguay | 1964-65 |
| | 12. SDPI, Harrisburg | GOMEZ, Miss Norhma | Colombia | 1964-65 |
| | 1. Memphis State University | CALVO, Mr. Gilberto | Chile | 1967-68 |
| | 2. Memphis State University | CALVO, Mr. Gilberto | Chile | 1968-69 |
| | 3. Memphis State University | OBANDO, Dr. Jesus M. | Colombia | 1969-70 |
| | 4. Memphis State University | ADEGBITE, Mrs. Adeola | Nigeria | 1970-71 |
| | 5. Nashville Davidson Co. Public Schools, Nashville | FLAUD, Miss Helene | France | 1967-68 |
| | 6. SDE, Memphis | ROHIDEKAR, Mr. Shamaji R. | India | 1968-69 |
| | 1. Houston Baptist College | ROZENBERG, Miss Helene | France | 1970-71 |
| | 2. Inter-American Educational Center, San Antonio | FENELON, Miss Dea R. | Brazil | 1968-69 |
| Texas | 3. SDE, Austin | PAVARD, Miss Marie-Claire | France | 1965-66 |
| | 4. SDE, Austin | WINDEMUTH, Mr. Edgar | Germany | 1966-67 |
| | 5. SDE, Austin | ORTEGA, Miss Maria | Mexico | 1967-68 |
| | 6. SDE, Austin | HUNACEK, Dr. Vaclav | Czechoslovakia | 1969-70 |
| | 1. SDPI, Salt Lake City | BOX, Mrs. Helia | Mexico | 1965-66 |
| | 2. SDPI, Salt Lake City | ELSASS, Mr. Raymond | France | 1967-68 |
| | 1. Trinity College, Burlington | SUPHANICH, Mrs. Prayong | Thailand | 1970-71 |
| | 1. Alexandria City Schools | D'SOUZA, Mr. Anthony | India | 1966-67 |
| | 2. Arlington County Public Schools | SAKAKIDA, Dr. Hisao | Japan | 1967-68 |
| | 3. Arlington County Public Schools | MADUAKA, Miss Helen | Nigeria | 1970-71 |
| Utah | 4. Randolph-Macon Woman's College Exchange Program, Lynchburg | SHARMA, Dr. Krishna | India | 1967-68 |
| | 5. SDE, Richmond | BERTON, Mr. Robert | France | 1966-67 |
| | 6. Virginia Polytechnic Institute | DURON, Mr. Edmond | France | 1968-69 |
| | 1. SDPI, Olympia | HERRERA, Miss Nidia | Costa Rica | 1965-66 |
| | 2. Seattle Public Schools | CASTRO-PLATA, Mr. Humberto | Colombia | 1966-67 |
| | 3. Seattle Public Schools | CASTRO-PLATA, Mr. Humberto | Colombia | 1967-68 |
| | 4. Spokane Public Schools | LONG, Miss Janine | France | 1969-70 |
| | 5. Spokane Public Schools | DUBOIS, Mr. Guy | France | 1970-71 |
| | 6. Tacoma Public Schools | AKINTOLA, Mr. David O. | Nigeria | 1970-71 |
| | 1. Bethany College, Bethany | OJO, Dr. Gabriel J. A. | Nigeria | 1968-69 |
| Vermont | 2. SDE, Charleston | VERNET, Miss Marie-Jose | France | 1965-66 |
| | 3. SDE, Charleston | NAVELET-NOUALHIER, Miss Monique | France | 1967-68 |
| | 4. SDPI, Charleston | REYES, Mr. Roberto | Mexico | 1970-71 |
| | 1. Milwaukee Public Schools | PALACIOS, Dr. Fernando | Mexico | 1966-67 |
| | 2. SDPI, Madison | COTTENET-HAGE, Mrs. Madeleine | France | 1966-67 |
| | 3. SDPI, Madison | BLIESENER, Dr. Ulrich | Germany | 1969-70 |
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